

# KANSAS SCHOOL FINANCE AND COST OF A SUITABLE EDUCATION

Presented by

DALE M. DENNIS  
Deputy Commissioner  
Kansas State Department of Education

To

JOINT SELECT COMMITTEE ON  
PUBLIC SCHOOL FINANCE  
Austin, Texas

September 13, 2002

# TABLE OF CONTENTS

	<u>PAGE</u>
Form 150 -- 2002-03 Estimated legal Maximum General Fund Budget	1
Explanation: Low Enrollment Weight	10
Form 148 -- 2002-03 Estimated General Fund State Aid	11
Local Option Budget	12
Local Option Budget Example	15
Concerns with Current School Finance Budget	16
Comparison of Actual Base State Aid Per Pupil (BSAPP) Amount to FY 1993 BSAPP Amount Adjusted to Inflation	17
Governor's School Finance Task Force	18
Governor's School Finance Task Force -- Summary of Issues and Recommendations	20
Request for Proposals -- Professional Evaluation -- Cost of a Suitable Education in Kansas	30
Contract -- Professional Evaluation -- Cost of a Suitable Education in Kansas	49
Calculation of the Cost of a Suitable Education in Kansas in 2000-01 Using Two Different Analytic Approaches	
RECOMMENDATIONS AND PROJECTED IMPLEMENTATION COSTS	59
Calculation of the Cost of a Suitable Education in Kansas in 2000-01 Using Two Different Analytic Approaches--EXECUTIVE SUMMARY	64

**USD Form 150**  
**2002-2003**  
**ESTIMATED LEGAL MAXIMUM GENERAL FUND BUDGET**

(This form should be included with the budget document and filed with the State Department of Education)

**General Fund Budget – Lines 1 through 12**

1. Estimated 9-20-2002 FTE enrollment (from Table I, if enrollment declined) (Exclude 4 yr old at-risk FTE.) = 1,010.7
2. Estimated 9-20-2002 4yr old at risk FTE enrollment (e) (Must be approved.)(At-risk students count as .5 FTE) = 0.0
3. Total Estimated 9-20-2002 FTE Enrollment (Line 1 + Line 2) = 1,010.7
4. Estimated low and correlation weighted enrollment for districts. 9-20-2002 FTE enrollment  
(from line 3) 1,010.7 x 0.321223 factor (from Table II or pages 4, 5) = 324.7  
(Line 3)
5. Estimated weighted bilingual education enrollment. 9-20-2002 bilingual  
FTE (a) 0.0000 x .2 = 0.0
6. Estimated weighted vocational education enrollment. 9-20-2002 vocational education  
FTE(b) 32.3333 x .5 = 16.2
7. Estimated weighted at-risk student enrollment(c). Number of eligible students that  
qualify for free lunches as of 9-20-2002 139.0 x .10 = 13.9
8. Estimated weighted FTE for new facilities. 9-20-2002 enrollment of students attending a  
new facility (d)            x .25. = 0.0
9. Estimated weighted FTE for transportation. (Table III, Line 5) = 99.8
10. Estimated ancillary facilities weighting. Amount of tax appeal            ÷ \$3,890 = 0.0
11. Estimated Special Education weighting. Amount of Sp. Ed. Funding (f) 209,900 ÷ \$3,890 = 54.0
12. Estimated 2002-2003 operating budget. (Lines 3 through 11) 1,519.3 x \$3,890 = \$5,910,077

**Local Option Budget – See Form 155**

**APPROVED COURSES/CLASSES/PLAN LISTED BELOW MUST QUALIFY  
UNDER K.S.A. 72-6407 et. seq.**

- (a) FTE is computed by taking the total clock hours of bilingual students who are enrolled and attending in an approved bilingual class on 9-20-2002 and dividing by 6 (cannot exceed 6 hours for an individual student). Total clock hours            ÷ 6 0.0000 (Record on Line 5)
- (b) FTE is computed by taking the total clock hours of vocational education students who are enrolled and attending in an approved vocational class on 9-20-2002 and dividing by 6 (cannot exceed 6 hours for an individual student). Total clock hours 194.0 ÷ 6 32.3333 (Record on Line 6)
- (c) USD must have an approved at-risk pupil assistance plan for the school district.
- (d) The weighting for this category cannot be used unless a local option budget of 25% was utilized by your school district. See additional definition on the bottom of Page 3. Weighting is allowable for 2 years only.
- (e) Four year old at risk students are counted as .5 FTE. USD must be approved by the Kansas State Department of Education.
- (f) Comes from form 118 (line 19).

(NOTE: If September 20 falls on a weekend, the following Monday will be the official count date.)

TABLE I

## Declining Enrollment Calculation

1. September 20, 2001, FTE enrollment (Excludes 4 yr old at risk students.) = 1,010.7
2. September 20, 2002, FTE enrollment (Excludes 4 yr old at risk students.) = 1,000.0
3. 3 YR AVG FTE: (  $\frac{1,019.2}{(9/20/00 \text{ FTE})^*} + \frac{1,010.7}{(\text{line 1})} + \frac{1,000.0}{(\text{line 2})} ) / 3 = \frac{1,010.0}{(\text{goes to line 3})}$  = 1,010.0
4. Four year average exception for USD 431:  
 4 YR AVG FTE: (  $\frac{0.0}{(9/20/99 \text{ FTE})^*} + \frac{0.0}{(9/20/00 \text{ FTE})} + \frac{0.0}{(\text{line 1})} + \frac{0.0}{(\text{line 2})} ) / 4$  = 0.0
- \* Excludes 4 yr old at risk students.
5. FTE enrollment for budget purposes (higher of line 1, 2, 3 or 4) (Goes to page 1, line 1.) = 1,010.7

TABLE II

## Low and Correlation Weighting Factor

## Enrollment of District

0 - 99.9	1.141565
100 - 299.9	$\{[7337 - 9.655 (E - 100)] \div 3426\} - 1$
300 - 1,724.9	$\{[5406 - 1.237500 (E - 300)] \div 3426\} - 1$
1725 and over	0.063211

"E" is 9-20-2002 FTE Enrollment (from Page 1, line 3)

## EXAMPLE: (FTE of 954.0)

$\{[5406 - 1.237500 (954.0 - 300)] \div 3426\} - 1$   
 $\{[5406 - 1.237500 (654.0)] \div 3426\} - 1$   
 $\{[5406 - 809.325] \div 3426\} - 1$   
 $\{4597.675 \div 3426\} - 1$   
 $1.341703 - 1$   
 0.341703

FOR COMPUTED FACTORS  
 SEE 2002-2003 LOW ENROLLMENT  
 AND CORRELATION FACTOR  
 TABLE (PAGES 4 AND 5)

TABLE III

## Transportation Weighting

1. Area of district in square miles 9-20-2002. = 153.1
2. All public pupils transported or for whom transportation is being made available 9-20-2002 who reside in the district 2.5 miles or more (Estimated) = 726.0
3. Index of density = Line 2 726.0 divided by Line 1 153.1 = 4.74
4. Using index of density (Line 3), determine amount from density table on attached pages 6 and 7. = 0.1374
5. Estimated weighted FTE for transportation. 9-20-2002 number of resident students over 2.5 miles (line 2) 726.0 x 0.1374 factor (Line 4) (to Line 9, Page 1) = 99.8

**ADDITIONAL DEFINITION FOR SCHOOL FACILITIES (Must use a 25% LOB to qualify for this provision.)**

a) School Facilities Definition - School facilities weighting is available for school districts whose local option budget (LOB) is 25 percent of its general fund and have constructed an entirely new facility or an addition to an existing facility. The determination of weighting will be based upon the number of full-time equivalent (FTE) students that are enrolled and attending in the new facility September 20. In the case of school districts that have constructed an addition to existing facilities, the number of students that are enrolled and attending in the new addition will be counted on a full-time equivalent basis (see example 2.) The additional weighting for this provision of the law is applicable for two years only. For a new facility, the FTE is for the entire building (see example 1). For additions to an existing facility, the following calculating would be utilized.

**Example #1: (For new buildings.)**

For a totally new constructed building, the FTE equals the total enrollment FTE for that building.

	<u>Headcount</u>	<u>FTE</u>
Kindergarten	77	38.5
Grade 1	87	87.0
Grade 2	81	81.0
Grade 3	75	75.0
Weighting for example:		$281.5 \times .25 = 70.4 \times \$3,890 = \$273,856$

**Example #2: (For new additions)**

Total number of students in each new classroom \_\_\_\_\_  
 Number of class periods (divide by) \_\_\_\_\_  
 Full-time equivalent enrollment = \_\_\_\_\_

Example:

New classroom A =	105	students for the day
New classroom B =	154	students for the day
New classroom C =	133	students for the day
New classroom D =	121	students for the day
TOTAL =	513	

divide by \_\_\_\_\_ 7 class periods  
 = \_\_\_\_\_ 73.3 FTE

Weighting for above example:  $73.3 \times .25 = 18.3 \times \$3,890 = \$71,187$

4

LOW		LOW		LOW		LOW		LOW		LOW		LOW		LOW		LOW		LOW	
FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR
100.	1.141365	180.	.916112	260.	.690460	340.	.543485	420.	.534588	500.	.503692	580.	.476795	660.	.447898	740.	.419002	820.	.390105
101.	1.138748	181.	.913275	261.	.687843	341.	.543123	421.	.534277	501.	.503530	581.	.476433	661.	.447536	741.	.418640	821.	.389743
102.	1.135728	182.	.910476	262.	.685203	342.	.542784	422.	.533887	502.	.504971	582.	.476074	662.	.447177	742.	.418281	822.	.389384
103.	1.133112	183.	.907659	263.	.682507	343.	.542402	423.	.533506	503.	.504609	583.	.475712	663.	.446816	743.	.417919	823.	.389022
104.	1.130822	184.	.904839	264.	.679787	344.	.542040	424.	.533144	504.	.504247	584.	.475350	664.	.446454	744.	.417557	824.	.388660
105.	1.127475	185.	.902023	265.	.676570	345.	.541678	425.	.532782	505.	.503885	585.	.474988	665.	.446092	745.	.417195	825.	.388296
106.	1.124556	186.	.899203	266.	.673351	346.	.541319	426.	.532423	506.	.503524	586.	.474629	666.	.445733	746.	.416834	826.	.387939
107.	1.121839	187.	.896384	267.	.670134	347.	.540957	427.	.532064	507.	.503164	587.	.474267	667.	.445371	747.	.416474	827.	.387577
108.	1.119019	188.	.893567	268.	.666914	348.	.540595	428.	.531705	508.	.502802	588.	.473905	668.	.445009	748.	.416112	828.	.387215
109.	1.116203	189.	.890750	269.	.663698	349.	.540234	429.	.531347	509.	.502440	589.	.473543	669.	.444647	749.	.415750	829.	.386853
110.	1.113383	190.	.887931	270.	.660482	350.	.539874	430.	.530978	510.	.502081	590.	.473184	670.	.444288	750.	.415391	830.	.386494
111.	1.110564	191.	.885114	271.	.657265	351.	.539513	431.	.530616	511.	.501719	591.	.472823	671.	.443926	751.	.415032	831.	.386133
112.	1.107747	192.	.882294	272.	.654048	352.	.539151	432.	.530254	512.	.501357	592.	.472461	672.	.443564	752.	.414673	832.	.385771
113.	1.104930	193.	.879478	273.	.650832	353.	.538789	433.	.529892	513.	.500995	593.	.472100	673.	.443202	753.	.414315	833.	.385409
114.	1.102110	194.	.876658	274.	.647615	354.	.538430	434.	.529533	514.	.500636	594.	.471740	674.	.442843	754.	.413954	834.	.385050
115.	1.099294	195.	.873841	275.	.644399	355.	.538068	435.	.529171	515.	.500274	595.	.471378	675.	.442481	755.	.413594	835.	.384698
116.	1.096474	196.	.871022	276.	.641182	356.	.537704	436.	.528809	516.	.499912	596.	.471016	676.	.442119	756.	.413232	836.	.384336
117.	1.093655	197.	.868205	277.	.637965	357.	.537344	437.	.528447	517.	.499550	597.	.470654	677.	.441757	757.	.412870	837.	.383974
118.	1.090838	198.	.865385	278.	.634748	358.	.536983	438.	.528088	518.	.499191	598.	.470295	678.	.441398	758.	.412509	838.	.383615
119.	1.088021	199.	.862567	279.	.631531	359.	.536623	439.	.527728	519.	.498830	599.	.470000	679.	.441036	759.	.412140	839.	.383243
120.	1.085203	200.	.859749	280.	.628700	360.	.536261	440.	.527364	520.	.498468	600.	.469571	680.	.440674	760.	.411778	840.	.382881
121.	1.082385	201.	.856932	281.	.625877	361.	.535899	441.	.526999	521.	.498106	601.	.469209	681.	.440312	761.	.411416	841.	.382519
122.	1.079565	202.	.854113	282.	.623054	362.	.535536	442.	.526634	522.	.497747	602.	.468850	682.	.439953	762.	.411057	842.	.382160
123.	1.076748	203.	.851296	283.	.620231	363.	.535174	443.	.526271	523.	.497385	603.	.468488	683.	.439591	763.	.410695	843.	.381798
124.	1.073929	204.	.848478	284.	.617408	364.	.534811	444.	.525909	524.	.497023	604.	.468126	684.	.439229	764.	.410333	844.	.381436
125.	1.071110	205.	.845660	285.	.614589	365.	.534449	445.	.525546	525.	.496661	605.	.467764	685.	.438867	765.	.409971	845.	.381074
126.	1.068292	206.	.842840	286.	.611768	366.	.534087	446.	.525183	526.	.496302	606.	.467402	686.	.438505	766.	.409609	846.	.380712
127.	1.065474	207.	.840023	287.	.608947	367.	.533725	447.	.524820	527.	.495940	607.	.467040	687.	.438143	767.	.409247	847.	.380350
128.	1.062655	208.	.837204	288.	.606126	368.	.533363	448.	.524457	528.	.495578	608.	.466678	688.	.437781	768.	.408885	848.	.380000
129.	1.059837	209.	.834387	289.	.603305	369.	.533000	449.	.524094	529.	.495216	609.	.466316	689.	.437419	769.	.408523	849.	.379638
130.	1.057020	210.	.831567	290.	.600484	370.	.532638	450.	.523731	530.	.494854	610.	.465952	690.	.437057	770.	.408161	850.	.379276
131.	1.054203	211.	.828751	291.	.597663	371.	.532275	451.	.523368	531.	.494492	611.	.465590	691.	.436695	771.	.407799	851.	.378914
132.	1.051384	212.	.825931	292.	.594842	372.	.531910	452.	.523005	532.	.494130	612.	.465228	692.	.436333	772.	.407437	852.	.378552
133.	1.048565	213.	.823111	293.	.592021	373.	.531548	453.	.522642	533.	.493768	613.	.464866	693.	.435971	773.	.407075	853.	.378190
134.	1.045747	214.	.820295	294.	.589200	374.	.531186	454.	.522279	534.	.493406	614.	.464504	694.	.435609	774.	.406713	854.	.377828
135.	1.042930	215.	.817478	295.	.586379	375.	.530824	455.	.521917	535.	.493044	615.	.464142	695.	.435247	775.	.406351	855.	.377466
136.	1.040111	216.	.814658	296.	.583558	376.	.530462	456.	.521554	536.	.492682	616.	.463780	696.	.434885	776.	.405989	856.	.377104
137.	1.037294	217.	.811842	297.	.580737	377.	.530100	457.	.521191	537.	.492320	617.	.463418	697.	.434523	777.	.405627	857.	.376742
138.	1.034475	218.	.809022	298.	.577916	378.	.529738	458.	.520829	538.	.491958	618.	.463056	698.	.434161	778.	.405265	858.	.376380
139.	1.031658	219.	.806203	299.	.575095	379.	.529376	459.	.520467	539.	.491596	619.	.462694	699.	.433799	779.	.404903	859.	.376018
140.	1.028839	220.	.803384	300.	.572274	380.	.529014	460.	.520105	540.	.491234	620.	.462332	700.	.433437	780.	.404541	860.	.375656
141.	1.026022	221.	.800565	301.	.569453	381.	.528651	461.	.519743	541.	.490872	621.	.461970	701.	.433075	781.	.404179	861.	.375294
142.	1.023203	222.	.797745	302.	.566632	382.	.528289	462.	.519381	542.	.490510	622.	.461608	702.	.432713	782.	.403817	862.	.374932
143.	1.020385	223.	.794926	303.	.563811	383.	.527926	463.	.518999	543.	.490148	623.	.461246	703.	.432351	783.	.403455	863.	.374570
144.	1.017566	224.	.792107	304.	.560990	384.	.527564	464.	.518637	544.	.489786	624.	.460884	704.	.431989	784.	.403093	864.	.374208
145.	1.014747	225.	.789287	305.	.558169	385.	.527202	465.	.518275	545.	.489424	625.	.460522	705.	.431627	785.	.402731	865.	.373846
146.	1.011929	226.	.786468	306.	.555348	386.	.526840	466.	.517913	546.	.489062	626.	.460160	706.	.431265	786.	.402369	866.	.373484
147.	1.009110	227.	.783649	307.	.552527	387.	.526478	467.	.517551	547.	.488700	627.	.459798	707.	.430903	787.	.402007	867.	.373122
148.	1.006293	228.	.780830	308.	.549706	388.	.526116	468.	.517189	548.	.488338	628.	.459436	708.	.430541	788.	.401645	868.	.372760
149.	1.003475	229.	.778011	309.	.546885	389.	.525754	469.	.516827	549.	.487976	629.	.459074	709.	.430179	789.	.401283	869.	.372398
150.	1.000657	230.	.775192	310.	.544064	390.	.525392	470.	.516465	550.	.487614	630.	.458712	710.	.429817	790.	.400921	870.	.372036
151.	.997840	231.	.772373	311.	.541243	391.	.525030	471.	.516103	551.	.487252	631.	.458350	711.	.429455	791.	.400559	871.	.371674
152.	.995022	232.	.769554	312.	.538422	392.	.524668	472.	.515741	552.	.486890	632.	.457988	712.	.429093	792.	.400197	872.	.371312
153.	.992204	233.	.766735	313.	.535601	393.	.524306	473.	.515379	553.	.486528	633.	.457626	713.	.428731	793.	.399835	873.	.370950
154.	.989386	234.	.763916	314.	.532780	394.	.523944	474.	.515017	554.	.486166	634.	.457264	714.	.428369	794.	.399473	874.	.370588
155.	.986567	235.	.761097	315.	.530000	395.	.523582	475.	.514655	555.	.485804	635.	.456902	715.	.428007	795.	.399111	875.	.370226
156.	.983748	236.	.758278	316.	.527219	396.	.523219	476.	.514293	556.	.485442	636.	.456540	716.	.427645	796.	.398749	876.	.369864
157.	.980930	237.	.755459	317.	.524438	397.	.522857	477.	.513931	557.	.485080	637.	.456178	717.	.427283	797.	.398387	877.	.369502
158.	.978111	238.	.752640	318.	.521657	398.	.522495	478.	.513569	558.	.484718	638.	.455816	718.	.426921	798.	.398025	878.	.369140
159.	.975292	239.	.749821	319.	.518876	399.	.522133	479.	.513207	559.	.484356	639.	.455454	719.	.426559	799.	.397663	879.	.368778
160.	.972473	240.	.747002	320.	.516095	400.	.521771	480.	.512845	560.	.483994	640.	.455092	720.	.426197	800.	.397301	880.	.368416
161.	.969654	241.	.744183	321.	.513314	401.	.521410	481.	.512483	561.	.483632	641.	.454730	721.	.425835	801.	.396939	881.	.368054
162.	.966835	2																	

### Low Enrollment and Correlation Factor Table

LOW		LOW		LOW		LOW		LOW		LOW		LOW		LOW		LOW		LOW	
FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR	FTE	FACTOR
1,059.0	303777	1,139.0	274880	1,219.0	245984	1,299.0	217087	1,379.0	188190	1,459.0	159294	1,539.0	130397	1,619.0	101500	1,699.0	726204		
1,060.0	303415	1,140.0	274518	1,220.0	245622	1,300.0	216725	1,380.0	187828	1,460.0	158932	1,540.0	130035	1,620.0	101138	1,700.0	727242		
1,061.0	303053	1,141.0	274156	1,221.0	245260	1,301.0	216363	1,381.0	187466	1,461.0	158570	1,541.0	129763	1,621.0	100776	1,701.0	727180		
1,062.0	302691	1,142.0	273797	1,222.0	244891	1,302.0	215994	1,382.0	187007	1,462.0	158114	1,542.0	129314	1,622.0	100417	1,702.0	727121		
1,063.0	302332	1,143.0	273435	1,223.0	244539	1,303.0	215632	1,383.0	186545	1,463.0	157749	1,543.0	128852	1,623.0	100055	1,703.0	727062		
1,064.0	301970	1,144.0	273074	1,224.0	244177	1,304.0	215270	1,384.0	186078	1,464.0	157387	1,544.0	128390	1,624.0	999694	1,704.0	727007		
1,065.0	301608	1,145.0	272712	1,225.0	243815	1,305.0	214918	1,385.0	185612	1,465.0	157025	1,545.0	127928	1,625.0	999332	1,705.0	726953		
1,066.0	301249	1,146.0	272353	1,226.0	243456	1,306.0	214559	1,386.0	185143	1,466.0	156663	1,546.0	127467	1,626.0	998971	1,706.0	726900		
1,067.0	300887	1,147.0	271991	1,227.0	243094	1,307.0	214197	1,387.0	184673	1,467.0	156300	1,547.0	127005	1,627.0	998611	1,707.0	726851		
1,068.0	300525	1,148.0	271629	1,228.0	242732	1,308.0	213835	1,388.0	184218	1,468.0	155938	1,548.0	126544	1,628.0	998254	1,708.0	726802		
1,069.0	300163	1,149.0	271267	1,229.0	242370	1,309.0	213473	1,389.0	183757	1,469.0	155576	1,549.0	126083	1,629.0	997897	1,709.0	726753		
1,070.0	299804	1,150.0	270908	1,230.0	242011	1,310.0	213114	1,390.0	183296	1,470.0	155214	1,550.0	125622	1,630.0	997540	1,710.0	726704		
1,071.0	299442	1,151.0	270546	1,231.0	241649	1,311.0	212752	1,391.0	182835	1,471.0	154852	1,551.0	125161	1,631.0	997186	1,711.0	726655		
1,072.0	299081	1,152.0	270184	1,232.0	241287	1,312.0	212391	1,392.0	182374	1,472.0	154490	1,552.0	124700	1,632.0	996833	1,712.0	726606		
1,073.0	298719	1,153.0	269822	1,233.0	240925	1,313.0	212029	1,393.0	181912	1,473.0	154128	1,553.0	124239	1,633.0	996482	1,713.0	726557		
1,074.0	298360	1,154.0	269464	1,234.0	240563	1,314.0	211667	1,394.0	181457	1,474.0	153766	1,554.0	123778	1,634.0	996130	1,714.0	726508		
1,075.0	297999	1,155.0	269101	1,235.0	240204	1,315.0	211308	1,395.0	180996	1,475.0	153404	1,555.0	123317	1,635.0	995779	1,715.0	726459		
1,076.0	297636	1,156.0	268739	1,236.0	239842	1,316.0	210946	1,396.0	180535	1,476.0	153042	1,556.0	122856	1,636.0	995427	1,716.0	726410		
1,077.0	297274	1,157.0	268377	1,237.0	239480	1,317.0	210584	1,397.0	180177	1,477.0	152680	1,557.0	122395	1,637.0	995075	1,717.0	726361		
1,078.0	296915	1,158.0	268018	1,238.0	239121	1,318.0	210225	1,398.0	179818	1,478.0	152318	1,558.0	121934	1,638.0	994723	1,718.0	726312		
1,079.0	296553	1,159.0	267656	1,239.0	238759	1,319.0	209863	1,399.0	179459	1,479.0	151956	1,559.0	121473	1,639.0	994375	1,719.0	726263		
1,080.0	296191	1,160.0	267294	1,240.0	238398	1,320.0	209501	1,400.0	179100	1,480.0	151594	1,560.0	121012	1,640.0	994027	1,720.0	726214		
1,081.0	295829	1,161.0	266932	1,241.0	238036	1,321.0	209139	1,401.0	178742	1,481.0	151232	1,561.0	120551	1,641.0	993679	1,721.0	726165		
1,082.0	295467	1,162.0	266570	1,242.0	237677	1,322.0	208778	1,402.0	178383	1,482.0	150870	1,562.0	120090	1,642.0	993331	1,722.0	726116		
1,083.0	295106	1,163.0	266211	1,243.0	237315	1,323.0	208418	1,403.0	178025	1,483.0	150508	1,563.0	119629	1,643.0	992983	1,723.0	726067		
1,084.0	294746	1,164.0	265849	1,244.0	236953	1,324.0	208056	1,404.0	177667	1,484.0	150146	1,564.0	119168	1,644.0	992635	1,724.0	726018		
1,085.0	294384	1,165.0	265487	1,245.0	236591	1,325.0	207694	1,405.0	177309	1,485.0	149784	1,565.0	118706	1,645.0	992287	1,725.0	725969		
1,086.0	294025	1,166.0	265126	1,246.0	236232	1,326.0	207334	1,406.0	176948	1,486.0	149422	1,566.0	118245	1,646.0	991939	1,726.0	725920		
1,087.0	293663	1,167.0	264764	1,247.0	235870	1,327.0	206973	1,407.0	176587	1,487.0	149060	1,567.0	117784	1,647.0	991591	1,727.0	725871		
1,088.0	293301	1,168.0	264405	1,248.0	235508	1,328.0	206611	1,408.0	176227	1,488.0	148698	1,568.0	117323	1,648.0	991243	1,728.0	725822		
1,089.0	292939	1,169.0	264043	1,249.0	235146	1,329.0	206249	1,409.0	175867	1,489.0	148336	1,569.0	116862	1,649.0	990895	1,729.0	725773		
1,090.0	292580	1,170.0	263684	1,250.0	234787	1,330.0	205889	1,410.0	175506	1,490.0	147974	1,570.0	116401	1,650.0	990547	1,730.0	725724		
1,091.0	292221	1,171.0	263322	1,251.0	234425	1,331.0	205528	1,411.0	175145	1,491.0	147612	1,571.0	115940	1,651.0	990199	1,731.0	725675		
1,092.0	291863	1,172.0	262960	1,252.0	234063	1,332.0	205166	1,412.0	174784	1,492.0	147250	1,572.0	115479	1,652.0	989851	1,732.0	725626		
1,093.0	291504	1,173.0	262598	1,253.0	233701	1,333.0	204804	1,413.0	174423	1,493.0	146888	1,573.0	115018	1,653.0	989503	1,733.0	725577		
1,094.0	291145	1,174.0	262239	1,254.0	233342	1,334.0	204443	1,414.0	174062	1,494.0	146526	1,574.0	114557	1,654.0	989155	1,734.0	725528		
1,095.0	290787	1,175.0	261877	1,255.0	232980	1,335.0	204083	1,415.0	173701	1,495.0	146164	1,575.0	114096	1,655.0	988807	1,735.0	725479		
1,096.0	290428	1,176.0	261515	1,256.0	232618	1,336.0	203722	1,416.0	173340	1,496.0	145802	1,576.0	113635	1,656.0	988459	1,736.0	725430		
1,097.0	290065	1,177.0	261153	1,257.0	232256	1,337.0	203360	1,417.0	172979	1,497.0	145440	1,577.0	113174	1,657.0	988111	1,737.0	725381		
1,098.0	289701	1,178.0	260794	1,258.0	231897	1,338.0	203001	1,418.0	172618	1,498.0	145078	1,578.0	112713	1,658.0	987763	1,738.0	725332		
1,099.0	289339	1,179.0	260432	1,259.0	231533	1,339.0	202639	1,419.0	172257	1,499.0	144716	1,579.0	112252	1,659.0	987415	1,739.0	725283		
1,100.0	288976	1,180.0	260070	1,260.0	231173	1,340.0	202277	1,420.0	171896	1,500.0	144354	1,580.0	111791	1,660.0	987067	1,740.0	725234		
1,101.0	288615	1,181.0	259708	1,261.0	230811	1,341.0	201915	1,421.0	171535	1,501.0	143992	1,581.0	111330	1,661.0	986719	1,741.0	725185		
1,102.0	288254	1,182.0	259349	1,262.0	230450	1,342.0	201554	1,422.0	171174	1,502.0	143630	1,582.0	110869	1,662.0	986371	1,742.0	725136		
1,103.0	287894	1,183.0	258987	1,263.0	230090	1,343.0	201194	1,423.0	170813	1,503.0	143268	1,583.0	110408	1,663.0	986023	1,743.0	725087		
1,104.0	287532	1,184.0	258625	1,264.0	229729	1,344.0	200832	1,424.0	170452	1,504.0	142906	1,584.0	109947	1,664.0	985675	1,744.0	725038		
1,105.0	287170	1,185.0	258263	1,265.0	229367	1,345.0	200470	1,425.0	170091	1,505.0	142544	1,585.0	109486	1,665.0	985327	1,745.0	724989		
1,106.0	286808	1,186.0	257904	1,266.0	229006	1,346.0	200109	1,426.0	169730	1,506.0	142182	1,586.0	109025	1,666.0	985000	1,746.0	724940		
1,107.0	286443	1,187.0	257542	1,267.0	228644	1,347.0	199749	1,427.0	169369	1,507.0	141820	1,587.0	108564	1,667.0	984652	1,747.0	724891		
1,108.0	286077	1,188.0	257180	1,268.0	228284	1,348.0	199387	1,428.0	169008	1,508.0	141458	1,588.0	108103	1,668.0	984304	1,748.0	724842		
1,109.0	285715	1,189.0	256818	1,269.0	227922	1,349.0	199025	1,429.0	168646	1,509.0	141096	1,589.0	107642	1,669.0	983956	1,749.0	724793		
1,110.0	285356	1,190.0	256459	1,270.0	227563	1,350.0	198664	1,430.0	168284	1,510.0	140734	1,590.0	107181	1,670.0	983608	1,750.0	724744		
1,111.0	284994	1,191.0	256097	1,271.0	227201	1,351.0	198304	1,431.0	167923	1,511.0	140372	1,591.0	106720	1,671.0	983260	1,751.0	724695		
1,112.0	284632	1,192.0	255736	1,272.0	226839	1,352.0	197942	1,432.0	167562	1,512.0	140010	1,592.0	106259	1,672.0	982912	1,752.0	724646		
1,113.0	284270	1,193.0	255374	1,273.0	226477	1,353.0	197580	1,433.0	167199	1,513.0	139648	1,593.0	105798	1,673.0	982564	1,753.0	724597		
1,114.0	283911	1,194.0	255015	1,274.0	226118	1,354.0	197221	1,434.0	1										

1,725 and over	.063211
----------------	---------

2002-03 TRANSPORTATION MINIMUM-COST=\$ 173.00

CURFIT A= 755.08765 B= -0.23488

BPP = \$ 3,890

DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR
0.01	.5840	0.77	.2105	1.53	.1792	2.29	.1630	3.05	.1524	3.81	.1446	4.57	.1386	5.33	.1336	6.09	.1295
0.02	.4963	0.78	.2099	1.54	.1789	2.30	.1628	3.06	.1523	3.82	.1445	4.58	.1385	5.34	.1336	6.10	.1295
0.03	.4512	0.79	.2093	1.55	.1786	2.31	.1626	3.07	.1521	3.83	.1444	4.59	.1384	5.35	.1335	6.11	.1294
0.04	.4217	0.80	.2086	1.56	.1784	2.32	.1625	3.08	.1520	3.84	.1443	4.60	.1383	5.36	.1335	6.12	.1294
0.05	.4002	0.81	.2080	1.57	.1781	2.33	.1623	3.09	.1519	3.85	.1443	4.61	.1383	5.37	.1334	6.13	.1293
0.06	.3834	0.82	.2074	1.58	.1778	2.34	.1622	3.10	.1518	3.86	.1442	4.62	.1382	5.38	.1334	6.14	.1293
0.07	.3698	0.83	.2069	1.59	.1776	2.35	.1620	3.11	.1517	3.87	.1441	4.63	.1381	5.39	.1333	6.15	.1292
0.08	.3583	0.84	.2063	1.60	.1773	2.36	.1618	3.12	.1516	3.88	.1440	4.64	.1381	5.40	.1332	6.16	.1292
0.09	.3486	0.85	.2057	1.61	.1770	2.37	.1617	3.13	.1514	3.89	.1439	4.65	.1380	5.41	.1332	6.17	.1291
0.10	.3400	0.86	.2051	1.62	.1768	2.38	.1615	3.14	.1513	3.90	.1438	4.66	.1379	5.42	.1331	6.18	.1291
0.11	.3325	0.87	.2046	1.63	.1765	2.39	.1614	3.15	.1512	3.91	.1437	4.67	.1379	5.43	.1331	6.19	.1290
0.12	.3258	0.88	.2040	1.64	.1763	2.40	.1612	3.16	.1511	3.92	.1436	4.68	.1378	5.44	.1330	6.20	.1290
0.13	.3197	0.89	.2035	1.65	.1760	2.41	.1610	3.17	.1510	3.93	.1436	4.69	.1377	5.45	.1329	6.21	.1289
0.14	.3142	0.90	.2030	1.66	.1758	2.42	.1609	3.18	.1509	3.94	.1435	4.70	.1377	5.46	.1329	6.22	.1289
0.15	.3091	0.91	.2024	1.67	.1755	2.43	.1607	3.19	.1508	3.95	.1434	4.71	.1376	5.47	.1328	6.23	.1288
0.16	.3045	0.92	.2019	1.68	.1753	2.44	.1606	3.20	.1507	3.96	.1433	4.72	.1375	5.48	.1328	6.24	.1288
0.17	.3002	0.93	.2014	1.69	.1750	2.45	.1604	3.21	.1506	3.97	.1432	4.73	.1374	5.49	.1327	6.25	.1287
0.18	.2962	0.94	.2009	1.70	.1748	2.46	.1603	3.22	.1504	3.98	.1431	4.74	.1374	5.50	.1327	6.26	.1287
0.19	.2925	0.95	.2004	1.71	.1746	2.47	.1601	3.23	.1503	3.99	.1431	4.75	.1373	5.51	.1326	6.27	.1286
0.20	.2889	0.96	.1999	1.72	.1743	2.48	.1600	3.24	.1502	4.00	.1430	4.76	.1372	5.52	.1326	6.28	.1286
0.21	.2857	0.97	.1994	1.73	.1741	2.49	.1598	3.25	.1501	4.01	.1429	4.77	.1372	5.53	.1325	6.29	.1285
0.22	.2826	0.98	.1989	1.74	.1738	2.50	.1597	3.26	.1500	4.02	.1428	4.78	.1371	5.54	.1324	6.30	.1285
0.23	.2796	0.99	.1985	1.75	.1736	2.51	.1595	3.27	.1499	4.03	.1427	4.79	.1370	5.55	.1324	6.31	.1285
0.24	.2768	1.00	.1980	1.76	.1734	2.52	.1594	3.28	.1498	4.04	.1426	4.80	.1370	5.56	.1323	6.32	.1284
0.25	.2742	1.01	.1975	1.77	.1731	2.53	.1592	3.29	.1497	4.05	.1426	4.81	.1369	5.57	.1323	6.33	.1284
0.26	.2717	1.02	.1971	1.78	.1729	2.54	.1591	3.30	.1496	4.06	.1425	4.82	.1368	5.58	.1322	6.34	.1283
0.27	.2693	1.03	.1966	1.79	.1727	2.55	.1589	3.31	.1495	4.07	.1424	4.83	.1368	5.59	.1322	6.35	.1283
0.28	.2670	1.04	.1962	1.80	.1725	2.56	.1588	3.32	.1494	4.08	.1423	4.84	.1367	5.60	.1321	6.36	.1282
0.29	.2648	1.05	.1957	1.81	.1722	2.57	.1586	3.33	.1493	4.09	.1422	4.85	.1366	5.61	.1320	6.37	.1282
0.30	.2627	1.06	.1953	1.82	.1720	2.58	.1585	3.34	.1492	4.10	.1421	4.86	.1366	5.62	.1320	6.38	.1281
0.31	.2607	1.07	.1949	1.83	.1718	2.59	.1583	3.35	.1490	4.11	.1421	4.87	.1365	5.63	.1319	6.39	.1281
0.32	.2588	1.08	.1944	1.84	.1716	2.60	.1582	3.36	.1489	4.12	.1420	4.88	.1364	5.64	.1319	6.40	.1280
0.33	.2569	1.09	.1940	1.85	.1714	2.61	.1580	3.37	.1488	4.13	.1419	4.89	.1364	5.65	.1318	6.41	.1280
0.34	.2551	1.10	.1936	1.86	.1711	2.62	.1579	3.38	.1487	4.14	.1418	4.90	.1363	5.66	.1318	6.42	.1279
0.35	.2534	1.11	.1932	1.87	.1709	2.63	.1578	3.39	.1486	4.15	.1417	4.91	.1362	5.67	.1317	6.43	.1279
0.36	.2517	1.12	.1928	1.88	.1707	2.64	.1576	3.40	.1485	4.16	.1417	4.92	.1362	5.68	.1317	6.44	.1278
0.37	.2501	1.13	.1924	1.89	.1705	2.65	.1575	3.41	.1484	4.17	.1416	4.93	.1361	5.69	.1316	6.45	.1278
0.38	.2485	1.14	.1920	1.90	.1703	2.66	.1573	3.42	.1483	4.18	.1415	4.94	.1361	5.70	.1316	6.46	.1277
0.39	.2470	1.15	.1916	1.91	.1701	2.67	.1572	3.43	.1482	4.19	.1414	4.95	.1360	5.71	.1315	6.47	.1277
0.40	.2455	1.16	.1912	1.92	.1699	2.68	.1571	3.44	.1481	4.20	.1413	4.96	.1359	5.72	.1314	6.48	.1277
0.41	.2441	1.17	.1908	1.93	.1697	2.69	.1569	3.45	.1480	4.21	.1413	4.97	.1359	5.73	.1314	6.49	.1276
0.42	.2427	1.18	.1904	1.94	.1695	2.70	.1568	3.46	.1479	4.22	.1412	4.98	.1358	5.74	.1313	6.50	.1276
0.43	.2414	1.19	.1901	1.95	.1692	2.71	.1567	3.47	.1478	4.23	.1411	4.99	.1357	5.75	.1313	6.51	.1275
0.44	.2401	1.20	.1897	1.96	.1690	2.72	.1565	3.48	.1477	4.24	.1410	5.00	.1357	5.76	.1312	6.52	.1275
0.45	.2388	1.21	.1893	1.97	.1688	2.73	.1564	3.49	.1476	4.25	.1409	5.01	.1356	5.77	.1312	6.53	.1274
0.46	.2376	1.22	.1890	1.98	.1686	2.74	.1563	3.50	.1475	4.26	.1409	5.02	.1355	5.78	.1311	6.54	.1274
0.47	.2364	1.23	.1886	1.99	.1684	2.75	.1561	3.51	.1474	4.27	.1408	5.03	.1355	5.79	.1311	6.55	.1273
0.48	.2352	1.24	.1882	2.00	.1682	2.76	.1560	3.52	.1473	4.28	.1407	5.04	.1354	5.80	.1310	6.56	.1273
0.49	.2341	1.25	.1879	2.01	.1680	2.77	.1559	3.53	.1472	4.29	.1406	5.05	.1353	5.81	.1310	6.57	.1272
0.50	.2330	1.26	.1875	2.02	.1679	2.78	.1557	3.54	.1471	4.30	.1406	5.06	.1353	5.82	.1309	6.58	.1272
0.51	.2319	1.27	.1872	2.03	.1677	2.79	.1556	3.55	.1470	4.31	.1405	5.07	.1352	5.83	.1309	6.59	.1271
0.52	.2309	1.28	.1868	2.04	.1675	2.80	.1555	3.56	.1469	4.32	.1404	5.08	.1352	5.84	.1308	6.60	.1271
0.53	.2298	1.29	.1865	2.05	.1673	2.81	.1553	3.57	.1468	4.33	.1403	5.09	.1351	5.85	.1308	6.61	.1271
0.54	.2288	1.30	.1862	2.06	.1671	2.82	.1552	3.58	.1467	4.34	.1403	5.10	.1350	5.86	.1307	6.62	.1270
0.55	.2278	1.31	.1858	2.07	.1669	2.83	.1551	3.59	.1466	4.35	.1402	5.11	.1350	5.87	.1307	6.63	.1270
0.56	.2269	1.32	.1855	2.08	.1667	2.84	.1549	3.60	.1466	4.36	.1401	5.12	.1349	5.88	.1306	6.64	.1269
0.57	.2259	1.33	.1852	2.09	.1665	2.85	.1548	3.61	.1465	4.37	.1400	5.13	.1349	5.89	.1305	6.65	.1269
0.58	.2250	1.34	.1848	2.10	.1663	2.86	.1547	3.62	.1464	4.38	.1400	5.14	.1348	5.90	.1305	6.66	.1268
0.59	.2241	1.35	.1845	2.11	.1661	2.87	.1546	3.63	.1463	4.39	.1399	5.15	.1347	5.91	.1304	6.67	.1268
0.60	.2232	1.36	.1842	2.12	.1660	2.88	.1544	3.64	.1462	4.40	.1398	5.16	.1347	5.92	.1304	6.68	.1267
0.61	.2224	1.37	.1839	2.13	.1658	2.89	.1543	3.65	.1461	4.41	.1397	5.17	.1346	5.93	.1303	6.69	.1267
0.62	.2215	1.38	.1836	2.14	.1656	2.90	.1542	3.66	.1460	4.42	.1397	5.18	.1345	5.94	.1303	6.70	.1267
0.63	.2207	1.39	.1833	2.15	.1654	2.91	.1541	3.67	.1459	4.43	.1396	5.19	.1345	5.95	.1302	6.71	.1266
0.64	.2199	1.40	.1829	2.16	.1652	2.92	.1539	3.68	.1458	4.44	.1395	5.20	.1344	5.96	.1302	6.72	.1266
0.65	.2191	1.41	.1826	2.17	.1651	2.93	.1538	3.69	.1457	4.45	.1394	5.21	.1344	5.97	.1301	6.73	.1265
0.66	.2183	1.42	.1823	2.18	.1649	2.94	.1537	3.70	.1456	4.46	.1394	5.22	.1343	5.98	.1301	6.74	.1265
0.67	.2175	1.43	.1820	2.19	.1647	2.95	.1536	3.71	.1455	4.47	.1393	5.23	.1342	5.99	.1300	6.75	.1264
0.68	.2168	1.44	.1817	2.20	.1645	2.96	.1534	3.72	.1454	4.48	.1392	5.24	.1342	6.00	.1300	6.76	.1264
0.69	.2160	1.45	.1814	2.21	.1643	2.97	.1533	3.73	.1453	4.49	.1391	5.25	.1341	6.01	.1299	6.77	.1263
0.70	.2153	1.46	.1812	2.22	.1642	2.98	.1532	3.74	.1452	4.50	.1391	5.26	.1341	6.02	.1299	6.78	.1263
0.71	.2146	1.47	.1809	2.23	.1640	2.99	.1531	3.75	.1452	4.51	.1390	5.27	.1340	6.03	.1298	6.79	.1263
0.72	.2139	1.48	.1806	2.24	.1638	3.00	.1530	3.76	.1451	4.52	.1389	5.28	.1339	6.04	.1298	6.80	.1262
0.73	.2132	1.49															



2002-03 TRANSPORTATION MINIMUM-COST=\$ 373.00

CURPIT A= 755.08765 B= -0.23488

BPP = \$ 3,890

DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR
6.85	.1260	7.61	.1229	8.37	.1202	9.13	.1178	9.89	.1156	10.65	.1136	11.41	.1118	12.17	.1101	12.93	.1085
6.86	.1260	7.62	.1229	8.38	.1202	9.14	.1177	9.90	.1156	10.66	.1136	11.42	.1117	12.18	.1101	12.94	.1085
6.87	.1259	7.63	.1228	8.39	.1201	9.15	.1177	9.91	.1155	10.67	.1135	11.43	.1117	12.19	.1100	12.95	.1085
6.88	.1259	7.64	.1228	8.40	.1201	9.16	.1177	9.92	.1155	10.68	.1135	11.44	.1117	12.20	.1100	12.96	.1085
6.89	.1258	7.65	.1228	8.41	.1201	9.17	.1177	9.93	.1155	10.69	.1135	11.45	.1117	12.21	.1100	12.97	.1085
6.90	.1258	7.66	.1227	8.42	.1200	9.18	.1176	9.94	.1154	10.70	.1135	11.46	.1117	12.22	.1100	12.98	.1084
6.91	.1257	7.67	.1227	8.43	.1200	9.19	.1176	9.95	.1154	10.71	.1134	11.47	.1116	12.23	.1100	12.99	.1084
6.92	.1257	7.68	.1227	8.44	.1200	9.20	.1176	9.96	.1154	10.72	.1134	11.48	.1116	12.24	.1099	13.00	.1084
6.93	.1257	7.69	.1226	8.45	.1199	9.21	.1175	9.97	.1154	10.73	.1134	11.49	.1116	12.25	.1099	13.01	.1084
6.94	.1256	7.70	.1226	8.46	.1199	9.22	.1175	9.98	.1153	10.74	.1134	11.50	.1116	12.26	.1099	13.02	.1084
6.95	.1256	7.71	.1225	8.47	.1199	9.23	.1175	9.99	.1153	10.75	.1133	11.51	.1115	12.27	.1099	13.03	.1083
6.96	.1255	7.72	.1225	8.48	.1198	9.24	.1174	10.00	.1153	10.76	.1133	11.52	.1115	12.28	.1099	13.04	.1083
6.97	.1255	7.73	.1225	8.49	.1198	9.25	.1174	10.01	.1153	10.77	.1133	11.53	.1115	12.29	.1098	13.05	.1083
6.98	.1254	7.74	.1224	8.50	.1198	9.26	.1174	10.02	.1152	10.78	.1133	11.54	.1115	12.30	.1098	13.06	.1083
6.99	.1254	7.75	.1224	8.51	.1197	9.27	.1174	10.03	.1152	10.79	.1132	11.55	.1114	12.31	.1098	13.07	.1083
7.00	.1254	7.76	.1224	8.52	.1197	9.28	.1173	10.04	.1152	10.80	.1132	11.56	.1114	12.32	.1098	13.08	.1082
7.01	.1253	7.77	.1223	8.53	.1197	9.29	.1173	10.05	.1151	10.81	.1132	11.57	.1114	12.33	.1097	13.09	.1082
7.02	.1253	7.78	.1223	8.54	.1196	9.30	.1173	10.06	.1151	10.82	.1132	11.58	.1114	12.34	.1097	13.10	.1082
7.03	.1252	7.79	.1222	8.55	.1196	9.31	.1172	10.07	.1151	10.83	.1131	11.59	.1114	12.35	.1097	13.11	.1082
7.04	.1252	7.80	.1222	8.56	.1196	9.32	.1172	10.08	.1151	10.84	.1131	11.60	.1113	12.36	.1097	13.12	.1082
7.05	.1251	7.81	.1222	8.57	.1195	9.33	.1172	10.09	.1150	10.85	.1131	11.61	.1113	12.37	.1097	13.13	.1081
7.06	.1251	7.82	.1221	8.58	.1195	9.34	.1171	10.10	.1150	10.86	.1131	11.62	.1113	12.38	.1096	13.14	.1081
7.07	.1251	7.83	.1221	8.59	.1195	9.35	.1171	10.11	.1150	10.87	.1130	11.63	.1113	12.39	.1096	13.15	.1081
7.08	.1250	7.84	.1221	8.60	.1194	9.36	.1171	10.12	.1150	10.88	.1130	11.64	.1112	12.40	.1096	13.16	.1081
7.09	.1250	7.85	.1220	8.61	.1194	9.37	.1171	10.13	.1149	10.89	.1130	11.65	.1112	12.41	.1096	13.17	.1081
7.10	.1249	7.86	.1220	8.62	.1194	9.38	.1170	10.14	.1149	10.90	.1130	11.66	.1112	12.42	.1096	13.18	.1080
7.11	.1249	7.87	.1220	8.63	.1193	9.39	.1170	10.15	.1149	10.91	.1130	11.67	.1112	12.43	.1095	13.19	.1080
7.12	.1249	7.88	.1219	8.64	.1193	9.40	.1170	10.16	.1149	10.92	.1129	11.68	.1112	12.44	.1095	13.20	.1080
7.13	.1248	7.89	.1219	8.65	.1193	9.41	.1169	10.17	.1148	10.93	.1129	11.69	.1111	12.45	.1095	13.21	.1080
7.14	.1248	7.90	.1218	8.66	.1192	9.42	.1169	10.18	.1148	10.94	.1129	11.70	.1111	12.46	.1095	13.22	.1080
7.15	.1247	7.91	.1218	8.67	.1192	9.43	.1169	10.19	.1148	10.95	.1129	11.71	.1111	12.47	.1095	13.23	.1079
7.16	.1247	7.92	.1218	8.68	.1192	9.44	.1169	10.20	.1147	10.96	.1128	11.72	.1111	12.48	.1094	13.24	.1079
7.17	.1247	7.93	.1217	8.69	.1191	9.45	.1168	10.21	.1147	10.97	.1128	11.73	.1110	12.49	.1094	13.25	.1079
7.18	.1246	7.94	.1217	8.70	.1191	9.46	.1168	10.22	.1147	10.98	.1128	11.74	.1110	12.50	.1094	13.26	.1079
7.19	.1246	7.95	.1217	8.71	.1191	9.47	.1168	10.23	.1147	10.99	.1128	11.75	.1110	12.51	.1094	13.27	.1079
7.20	.1245	7.96	.1216	8.72	.1191	9.48	.1167	10.24	.1146	11.00	.1127	11.76	.1110	12.52	.1094	13.28	.1079
7.21	.1245	7.97	.1216	8.73	.1190	9.49	.1167	10.25	.1146	11.01	.1127	11.77	.1110	12.53	.1093	13.29	.1078
7.22	.1244	7.98	.1216	8.74	.1190	9.50	.1167	10.26	.1146	11.02	.1127	11.78	.1109	12.54	.1093	13.30	.1078
7.23	.1244	7.99	.1215	8.75	.1190	9.51	.1167	10.27	.1146	11.03	.1127	11.79	.1109	12.55	.1093	13.31	.1078
7.24	.1244	8.00	.1215	8.76	.1189	9.52	.1166	10.28	.1145	11.04	.1126	11.80	.1109	12.56	.1093	13.32	.1078
7.25	.1243	8.01	.1214	8.77	.1189	9.53	.1166	10.29	.1145	11.05	.1126	11.81	.1109	12.57	.1093	13.33	.1078
7.26	.1243	8.02	.1214	8.78	.1189	9.54	.1166	10.30	.1145	11.06	.1126	11.82	.1108	12.58	.1092	13.34	.1077
7.27	.1242	8.03	.1214	8.79	.1188	9.55	.1165	10.31	.1145	11.07	.1126	11.83	.1108	12.59	.1092	13.35	.1077
7.28	.1242	8.04	.1213	8.80	.1188	9.56	.1165	10.32	.1144	11.08	.1125	11.84	.1108	12.60	.1092	13.36	.1077
7.29	.1242	8.05	.1213	8.81	.1188	9.57	.1165	10.33	.1144	11.09	.1125	11.85	.1108	12.61	.1092	13.37	.1077
7.30	.1241	8.06	.1213	8.82	.1187	9.58	.1164	10.34	.1144	11.10	.1125	11.86	.1108	12.62	.1092	13.38	.1077
7.31	.1241	8.07	.1212	8.83	.1187	9.59	.1164	10.35	.1144	11.11	.1125	11.87	.1107	12.63	.1091	13.39	.1076
7.32	.1240	8.08	.1212	8.84	.1187	9.60	.1164	10.36	.1143	11.12	.1124	11.88	.1107	12.64	.1091	13.40	.1076
7.33	.1240	8.09	.1212	8.85	.1186	9.61	.1164	10.37	.1143	11.13	.1124	11.89	.1107	12.65	.1091	13.41	.1076
7.34	.1240	8.10	.1211	8.86	.1186	9.62	.1163	10.38	.1143	11.14	.1124	11.90	.1107	12.66	.1091	13.42	.1076
7.35	.1239	8.11	.1211	8.87	.1186	9.63	.1163	10.39	.1143	11.15	.1124	11.91	.1106	12.67	.1091	13.43	.1076
7.36	.1239	8.12	.1211	8.88	.1185	9.64	.1163	10.40	.1142	11.16	.1123	11.92	.1106	12.68	.1090	13.44	.1076
7.37	.1239	8.13	.1210	8.89	.1185	9.65	.1163	10.41	.1142	11.17	.1123	11.93	.1106	12.69	.1090	13.45	.1075
7.38	.1238	8.14	.1210	8.90	.1185	9.66	.1162	10.42	.1142	11.18	.1123	11.94	.1106	12.70	.1090	13.46	.1075
7.39	.1238	8.15	.1210	8.91	.1184	9.67	.1162	10.43	.1141	11.19	.1123	11.95	.1106	12.71	.1090	13.47	.1075
7.40	.1237	8.16	.1209	8.92	.1184	9.68	.1162	10.44	.1141	11.20	.1123	11.96	.1105	12.72	.1089	13.48	.1075
7.41	.1237	8.17	.1209	8.93	.1184	9.69	.1161	10.45	.1141	11.21	.1122	11.97	.1105	12.73	.1089	13.49	.1075
7.42	.1237	8.18	.1209	8.94	.1184	9.70	.1161	10.46	.1141	11.22	.1122	11.98	.1105	12.74	.1089	13.50	.1074
7.43	.1236	8.19	.1208	8.95	.1183	9.71	.1161	10.47	.1140	11.23	.1122	11.99	.1105	12.75	.1089	13.51	.1074
7.44	.1236	8.20	.1208	8.96	.1183	9.72	.1161	10.48	.1140	11.24	.1122	12.00	.1104	12.76	.1089	13.52	.1074
7.45	.1235	8.21	.1208	8.97	.1183	9.73	.1160	10.49	.1140	11.25	.1121	12.01	.1104	12.77	.1088	13.53	.1074
7.46	.1235	8.22	.1207	8.98	.1182	9.74	.1160	10.50	.1140	11.26	.1121	12.02	.1104	12.78	.1088	13.54	.1074
7.47	.1235	8.23	.1207	8.99	.1182	9.75	.1160	10.51	.1139	11.27	.1121	12.03	.1104	12.79	.1088	13.55	.1073
7.48	.1234	8.24	.1206	9.00	.1182	9.76	.1159	10.52	.1139	11.28	.1121	12.04	.1104	12.80	.1088	13.56	.1073
7.49	.1234	8.25	.1206	9.01	.1181	9.77	.1159	10.53	.1139	11.29	.1120	12.05	.1103	12.81	.1088	13.57	.1073
7.50	.1233	8.26	.1206	9.02	.1181	9.78	.1159	10.54	.1139	11.30	.1120	12.06	.1103	12.82	.1087	13.58	.1073
7.51	.1233	8.27	.1205	9.03	.1181	9.79	.1159	10.55	.1138	11.31	.1120	12.07	.1103	12.83	.1087	13.59	.1073
7.52	.1233	8.28	.1205	9.04	.1180	9.80	.1158	10.56	.1138	11.32	.1120	12.08	.1103	12.84	.1087	13.60	.1073
7.53	.1232	8.29	.1205	9.05	.1180	9.81	.1158	10.57	.1138	11.33	.1120	12.09	.1103	12.85	.1087	13.61	.1072
7.54	.1232	8.30	.1204	9.06	.1180	9.82	.1158	10.58	.1138	11.34	.1119	12.10	.1102	12.86	.1087	13.62	.1072
7																	

TRAN		TRAN		TRAN		TRAN		TRAN		TRAN		TRAN		TRAN		TRAN		TRAN	
DENSITY	FACTOR	DENSITY	FACTOR	DENSITY	FACTOR	DENSITY	FACTOR	DENSITY	FACTOR	DENSITY	FACTOR	DENSITY	FACTOR	DENSITY	FACTOR	DENSITY	FACTOR	DENSITY	FACTOR
13.69	.1071	14.45	.1057	15.21	.1045	15.97	.1033	16.73	.1022	17.49	.1011	18.25	.1001	19.01	.0991	19.77	.0982		
13.70	.1071	14.46	.1057	15.22	.1045	15.98	.1033	16.74	.1021	17.50	.1011	18.26	.1001	19.02	.0991	19.78	.0982		
13.71	.1070	14.47	.1057	15.23	.1044	15.99	.1033	16.75	.1021	17.51	.1011	18.27	.1001	19.03	.0991	19.79	.0982		
13.72	.1070	14.48	.1057	15.24	.1044	16.00	.1032	16.76	.1021	17.52	.1011	18.28	.1001	19.04	.0991	19.80	.0982		
13.73	.1070	14.49	.1057	15.25	.1044	16.01	.1032	16.77	.1021	17.53	.1010	18.29	.1000	19.05	.0991	19.81	.0982		
13.74	.1070	14.50	.1057	15.26	.1044	16.02	.1032	16.78	.1021	17.54	.1010	18.30	.1000	19.06	.0991	19.82	.0982		
13.75	.1070	14.51	.1056	15.27	.1044	16.03	.1032	16.79	.1021	17.55	.1010	18.31	.1000	19.07	.0991	19.83	.0982		
13.76	.1070	14.52	.1056	15.28	.1044	16.04	.1032	16.80	.1021	17.56	.1010	18.32	.1000	19.08	.0991	19.84	.0981		
13.77	.1069	14.53	.1056	15.29	.1043	16.05	.1032	16.81	.1020	17.57	.1010	18.33	.1000	19.09	.0990	19.85	.0981		
13.78	.1069	14.54	.1056	15.30	.1043	16.06	.1031	16.82	.1020	17.58	.1010	18.34	.1000	19.10	.0990	19.86	.0981		
13.79	.1069	14.55	.1056	15.31	.1043	16.07	.1031	16.83	.1020	17.59	.1010	18.35	.1000	19.11	.0990	19.87	.0981		
13.80	.1069	14.56	.1055	15.32	.1043	16.08	.1031	16.84	.1020	17.60	.1009	18.36	.1000	19.12	.0990	19.88	.0981		
13.81	.1069	14.57	.1055	15.33	.1043	16.09	.1031	16.85	.1020	17.61	.1009	18.37	.0999	19.13	.0990	19.89	.0981		
13.82	.1068	14.58	.1055	15.34	.1043	16.10	.1031	16.86	.1020	17.62	.1009	18.38	.0999	19.14	.0990	19.90	.0981		
13.83	.1068	14.59	.1055	15.35	.1042	16.11	.1031	16.87	.1020	17.63	.1009	18.39	.0999	19.15	.0990	19.91	.0981		
13.84	.1068	14.60	.1055	15.36	.1042	16.12	.1031	16.88	.1019	17.64	.1009	18.40	.0999	19.16	.0990	19.92	.0981		
13.85	.1068	14.61	.1055	15.37	.1042	16.13	.1030	16.89	.1019	17.65	.1009	18.41	.0999	19.17	.0989	19.93	.0980		
13.86	.1068	14.62	.1054	15.38	.1042	16.14	.1030	16.90	.1019	17.66	.1009	18.42	.0999	19.18	.0989	19.94	.0980		
13.87	.1068	14.63	.1054	15.39	.1042	16.15	.1030	16.91	.1019	17.67	.1009	18.43	.0999	19.19	.0989	19.95	.0980		
13.88	.1067	14.64	.1054	15.40	.1042	16.16	.1030	16.92	.1019	17.68	.1008	18.44	.0999	19.20	.0989	19.96	.0980		
13.89	.1067	14.65	.1054	15.41	.1041	16.17	.1030	16.93	.1019	17.69	.1008	18.45	.0998	19.21	.0989	19.97	.0980		
13.90	.1067	14.66	.1054	15.42	.1041	16.18	.1030	16.94	.1019	17.70	.1008	18.46	.0998	19.22	.0989	19.98	.0980		
13.91	.1067	14.67	.1054	15.43	.1041	16.19	.1029	16.95	.1018	17.71	.1008	18.47	.0998	19.23	.0989	19.99	.0980		
13.92	.1067	14.68	.1053	15.44	.1041	16.20	.1029	16.96	.1018	17.72	.1008	18.48	.0998	19.24	.0989	20.00	.0980		
13.93	.1066	14.69	.1053	15.45	.1041	16.21	.1029	16.97	.1018	17.73	.1008	18.49	.0998	19.25	.0988	20.01	.0980		
13.94	.1066	14.70	.1053	15.46	.1041	16.22	.1029	16.98	.1018	17.74	.1008	18.50	.0998	19.26	.0988	20.02	.0979		
13.95	.1066	14.71	.1053	15.47	.1041	16.23	.1029	16.99	.1018	17.75	.1007	18.51	.0998	19.27	.0988	20.03	.0979		
13.96	.1066	14.72	.1053	15.48	.1040	16.24	.1029	17.00	.1018	17.76	.1007	18.52	.0997	19.28	.0988	20.04	.0979		
13.97	.1066	14.73	.1053	15.49	.1040	16.25	.1029	17.01	.1018	17.77	.1007	18.53	.0997	19.29	.0988	20.05	.0979		
13.98	.1066	14.74	.1052	15.50	.1040	16.26	.1028	17.02	.1017	17.78	.1007	18.54	.0997	19.30	.0988	20.06	.0979		
13.99	.1065	14.75	.1052	15.51	.1040	16.27	.1028	17.03	.1017	17.79	.1007	18.55	.0997	19.31	.0988	20.07	.0979		
14.00	.1065	14.76	.1052	15.52	.1040	16.28	.1028	17.04	.1017	17.80	.1007	18.56	.0997	19.32	.0988	20.08	.0979		
14.01	.1065	14.77	.1052	15.53	.1040	16.29	.1028	17.05	.1017	17.81	.1007	18.57	.0997	19.33	.0988	20.09	.0979		
14.02	.1065	14.78	.1052	15.54	.1039	16.30	.1028	17.06	.1017	17.82	.1007	18.58	.0997	19.34	.0987	20.10	.0978		
14.03	.1065	14.79	.1052	15.55	.1039	16.31	.1028	17.07	.1017	17.83	.1006	18.59	.0997	19.35	.0987	20.11	.0978		
14.04	.1065	14.80	.1051	15.56	.1039	16.32	.1028	17.08	.1017	17.84	.1006	18.60	.0996	19.36	.0987	20.12	.0978		
14.05	.1064	14.81	.1051	15.57	.1039	16.33	.1027	17.09	.1016	17.85	.1006	18.61	.0996	19.37	.0987	20.13	.0978		
14.06	.1064	14.82	.1051	15.58	.1039	16.34	.1027	17.10	.1016	17.86	.1006	18.62	.0996	19.38	.0987	20.14	.0978		
14.07	.1064	14.83	.1051	15.59	.1039	16.35	.1027	17.11	.1016	17.87	.1006	18.63	.0996	19.39	.0987	20.15	.0978		
14.08	.1064	14.84	.1051	15.60	.1039	16.36	.1027	17.12	.1016	17.88	.1006	18.64	.0996	19.40	.0987	20.16	.0978		
14.09	.1064	14.85	.1051	15.61	.1038	16.37	.1027	17.13	.1016	17.89	.1006	18.65	.0996	19.41	.0987	20.17	.0978		
14.10	.1063	14.86	.1050	15.62	.1038	16.38	.1027	17.14	.1016	17.90	.1006	18.66	.0996	19.42	.0986	20.18	.0978		
14.11	.1063	14.87	.1050	15.63	.1038	16.39	.1027	17.15	.1016	17.91	.1005	18.67	.0996	19.43	.0986	20.19	.0977		
14.12	.1063	14.88	.1050	15.64	.1038	16.40	.1026	17.16	.1016	17.92	.1005	18.68	.0995	19.44	.0986	20.20	.0977		
14.13	.1063	14.89	.1050	15.65	.1038	16.41	.1026	17.17	.1015	17.93	.1005	18.69	.0995	19.45	.0986	20.21	.0977		
14.14	.1063	14.90	.1050	15.66	.1038	16.42	.1026	17.18	.1015	17.94	.1005	18.70	.0995	19.46	.0986	20.22	.0977		
14.15	.1063	14.91	.1050	15.67	.1037	16.43	.1026	17.19	.1015	17.95	.1005	18.71	.0995	19.47	.0986	20.23	.0977		
14.16	.1062	14.92	.1049	15.68	.1037	16.44	.1026	17.20	.1015	17.96	.1005	18.72	.0995	19.48	.0986	20.24	.0977		
14.17	.1062	14.93	.1049	15.69	.1037	16.45	.1026	17.21	.1015	17.97	.1005	18.73	.0995	19.49	.0986	20.25	.0977		
14.18	.1062	14.94	.1049	15.70	.1037	16.46	.1026	17.22	.1015	17.98	.1004	18.74	.0995	19.50	.0985	20.26	.0977		
14.19	.1062	14.95	.1049	15.71	.1037	16.47	.1025	17.23	.1015	17.99	.1004	18.75	.0995	19.51	.0985	20.27	.0977		
14.20	.1062	14.96	.1049	15.72	.1037	16.48	.1025	17.24	.1014	18.00	.1004	18.76	.0994	19.52	.0985	20.28	.0976		
14.21	.1062	14.97	.1049	15.73	.1036	16.49	.1025	17.25	.1014	18.01	.1004	18.77	.0994	19.53	.0985	20.29	.0976		
14.22	.1061	14.98	.1048	15.74	.1036	16.50	.1025	17.26	.1014	18.02	.1004	18.78	.0994	19.54	.0985	20.30	.0976		
14.23	.1061	14.99	.1048	15.75	.1036	16.51	.1025	17.27	.1014	18.03	.1004	18.79	.0994	19.55	.0985	20.31	.0976		
14.24	.1061	15.00	.1048	15.76	.1036	16.52	.1025	17.28	.1014	18.04	.1004	18.80	.0994	19.56	.0985	20.32	.0976		
14.25	.1061	15.01	.1048	15.77	.1036	16.53	.1024	17.29	.1014	18.05	.1004	18.81	.0994	19.57	.0985	20.33	.0976		
14.26	.1061	15.02	.1048	15.78	.1036	16.54	.1024	17.30	.1014	18.06	.1003	18.82	.0994	19.58	.0985	20.34	.0976		
14.27	.1060	15.03	.1048	15.79	.1036	16.55	.1024	17.31	.1013	18.07	.1003	18.83	.0994	19.59	.0984	20.35	.0976		
14.28	.1060	15.04	.1047	15.80	.1035	16.56	.1024	17.32	.1013	18.08	.1003	18.84	.0993	19.60	.0984	20.36	.0976		
14.29	.1060	15.05	.1047	15.81	.1035	16.57	.1024	17.33	.1013	18.09	.1003	18.85	.0993	19.61	.0984	20.37	.0975		
14.30	.1060	15.06	.1047	15.82	.1035	16.58	.1024	17.34	.1013	18.10	.1003	18.86	.0993	19.62	.0984	20.38	.0975		
14.31	.1060	15.07	.1047	15.83	.1035	16.59	.1024	17.35	.1013	18.11	.1003	18.87	.0993	19.63	.0984	20.39	.0975		
14.32	.1060	15.08	.1047	15.84	.1035	16.60	.1023	17.36	.1013	18.12	.1003	18.88	.0993	19.64	.0984	20.40	.0975		
14.33	.1059	15.09	.1047	15.85	.1035	16.61	.1023	17.37	.1013	18.13	.1002	18.89	.0993	19.65	.0984	20.41	.0975		
14.34	.1059	15.10	.1046	15.86	.1034	16.62	.1023	17.38	.1012	18.14	.1002	18.90	.0993	19.66	.0984	20.42	.0975		
14.35	.1059	15.11	.1046	15.87	.1034	16.63	.1023</												

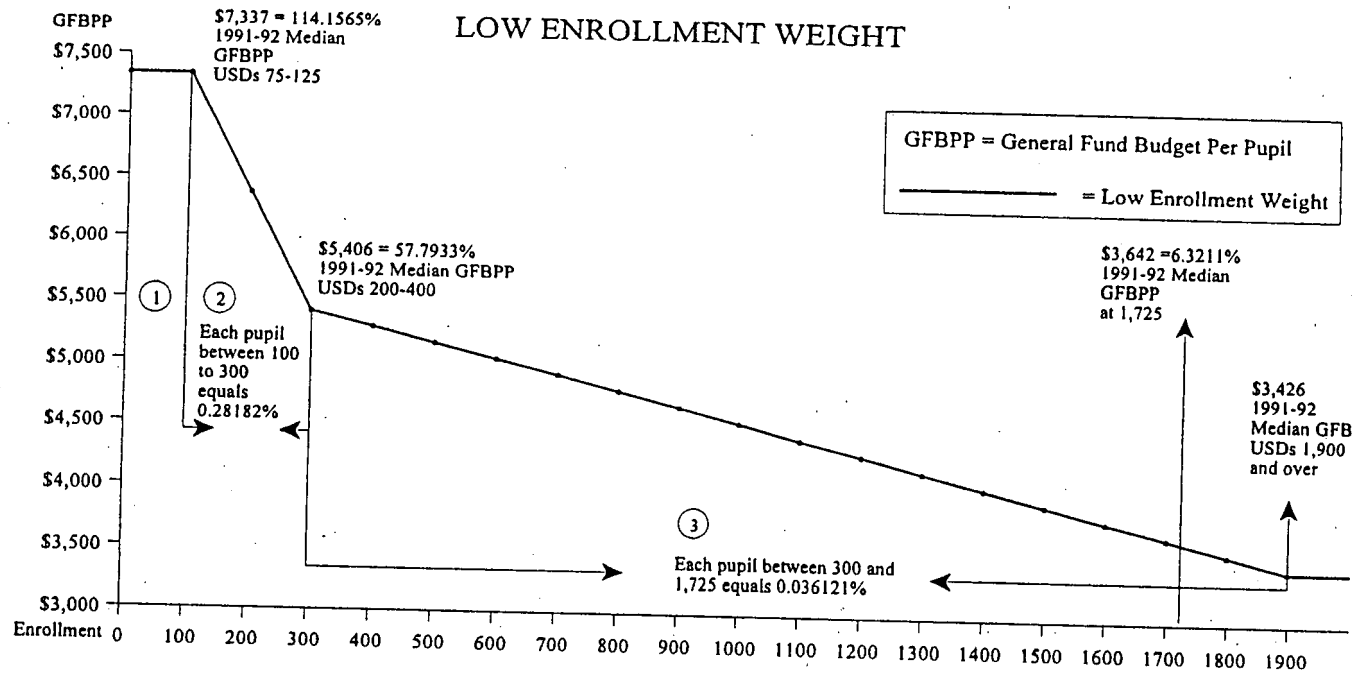
2002-03 TRANSPORTATION MINIMUM-COST=\$ 373.00

CURFIT A= 755.08765 B= -0.23488

BPP = \$ 3,890

DENSITY	TRAN FACTOR	DENSITY	TRAN FACTOR
20.53	.0974	21.29	.0965
20.54	.0974	21.30	.0965
20.55	.0973	21.31	.0965
20.56	.0973	21.32	.0965
20.57	.0973	21.33	.0965
20.58	.0973	21.34	.0965
20.59	.0973	21.35	.0965
20.60	.0973	21.36	.0965
20.61	.0973	21.37	.0964
20.62	.0973	21.38	.0964
20.63	.0973	21.39	.0964
20.64	.0972	21.40	.0964
20.65	.0972	21.41	.0964
20.66	.0972	21.42	.0964
20.67	.0972	21.43	.0964
20.68	.0972	21.44	.0964
20.69	.0972	21.45	.0964
20.70	.0972	21.46	.0964
20.71	.0972	21.47	.0963
20.72	.0972	21.48	.0963
20.73	.0971	21.49	.0963
20.74	.0971	21.50	.0963
20.75	.0971	21.51	.0963
20.76	.0971	21.52	.0963
20.77	.0971	21.53	.0963
20.78	.0971	21.54	.0963
20.79	.0971	21.55	.0963
20.80	.0971	21.56	.0962
20.81	.0971	21.57	.0962
20.82	.0970	21.58	.0962
20.83	.0970	21.59	.0962
20.84	.0970	21.60	.0962
20.85	.0970	21.61	.0962
20.86	.0970	21.62	.0962
20.87	.0970	21.63	.0962
20.88	.0970	21.64	.0962
20.89	.0970	21.65	.0962
20.90	.0970	21.66	.0961
20.91	.0969	21.67	.0961
20.92	.0969	21.68	.0961
20.93	.0969	21.69	.0961
20.94	.0969	21.70	.0961
20.95	.0969	21.71	.0961
20.96	.0969	21.72	.0961
20.97	.0969	21.73	.0961
20.98	.0969	21.74	.0961
20.99	.0969	21.75	.0961
21.00	.0968	21.76	.0960
21.01	.0968	21.77	.0960
21.02	.0968	21.78	.0960
21.03	.0968	21.79	.0960
21.04	.0968	21.80	.0960
21.05	.0968	21.81	.0960
21.06	.0968	21.82	.0960
21.07	.0968	21.83	.0960
21.08	.0968	21.84	.0960
21.09	.0968	21.85	.0959
21.10	.0967	21.86	.0959
21.11	.0967	21.87	.0959
21.12	.0967	21.88	.0959
21.13	.0967	21.89	.0959
21.14	.0967	21.90	.0959
21.15	.0967	21.91	.0959
21.16	.0967		
21.17	.0967		
21.18	.0967		
21.19	.0966		
21.20	.0966		
21.21	.0966		
21.22	.0966		
21.23	.0966		
21.24	.0966		
21.25	.0966		
21.26	.0966		
21.27	.0966		
21.28	.0965		

# EXPLANATION: LOW ENROLLMENT WEIGHT



- ① With a Base State Aid Per Pupil (BSAPP) of \$3,890, the low enrollment weight of districts having enrollments of 100 or fewer is \$4,440.69 per pupil
- ② With a BSAPP of \$3,890, the low enrollment weight of districts with enrollments of 100 to 300 ranges from \$4,440.69 to \$2,248.16. Each change of one pupil in this enrollment interval changes the low enrollment weight of a district by \$10.96—down or up inversely to the enrollment change.
- ③ With a BSAPP of \$3,890, the low enrollment weight of districts with enrollments of 300 to 1,725 ranges from \$2,248.16 to \$245.89. Each change of one pupil in this enrollment interval changes the low enrollment weight by about \$1.41—down or up inversely to the enrollment change.

Kansas State Department of Education  
LEA Finance Section  
Form 0-135-148  
Rev. 4/2002

USD# 343

**Form 148  
2002-2003 Estimated  
General Fund State Aid**

**Important: Include this form with the budget document to be filed with the State Department of Education.**

1. 2002-2003 General Fund Budget (Form 150, Line 12)	<u>\$5,910,077</u>
2. Estimated Local Effort	
a. 2002-2003 Tax Levy 1-1-2003 to 6-30-2003 (Form 110, Table I, Line 5)	<u>\$451,964</u>
b. 2002-2003 Tax in Process (Form 110, Line 10) (General Fund only)	<u>\$232,361</u>
c. 2002-2003 Delinquent Tax (Form 110, Line 11, General Fund)	
x .667	<u>\$10,298</u>
d. 2002-2003 Mineral Production Tax (General Fund)	<u>\$0</u>
e. 2002-2003 In Lieu of Tax Payments on IRB's (General Fund)	<u>\$0</u>
f. 2002-2003 Federal Impact Aid PL 382 (formerly PL 874)*	<u>\$0</u>
g. 2002-2003 Pupil Tuition (General Fund only)	<u>\$0</u>
h. 6-30-2002 Unencumbered Cash Balances (General, Transportation, Bilingual and Vocational Education Funds)	<u>\$341</u>
i. 2002-2003 Special Education State Aid	<u>\$209,900</u>
3. TOTAL (2a + 2b + 2c + 2d + 2e + 2f + 2g + 2h + 2i)	<u>\$904,864</u>
4. 2002-2003 Estimated General State Aid (Line 1 - Line 3; if negative, insert 0)	<u>\$5,005,213</u>

\*ONLY deduct 75% of the estimated 2002-2003 P.L. 382 receipts. The 25% portion not deducted may be treated as miscellaneous revenue and placed in a fund designated under K.S.A. 72-6427 (categorical aid funds, capital outlay, or program weighted funds.)

## LOCAL OPTION BUDGET

## THE LOCAL OPTION BUDGET (LOB)

The law provides that in addition to State Financial Aid (SFA) funding, a school district board may approve LOB spending in any amount up to 25.0 percent of its SFA. The LOB limitation is called the "state prescribed percentage." Certain limitations and constraints apply to use of LOB authority:

- Below average spending districts (general fund budget and LOB combined) gain LOB authority in accord with a formula applicable to them.
- Above average spending districts that had an LOB in 1996-97 are entitled to a specified percentage of the LOB authority the district was authorized to adopt in 1996-97.
- Additional LOB authority can be gained by a school board through adoption of a resolution. The resolution is subject to a 5.0 percent protest petition and election procedure (or, in one instance, a board initiated election).
- A district may operate under LOB authority adopted prior to the 1997-98 school year until the LOB authority specified in that resolution expires.

(These components of the law are discussed in the following pages.)

### **LOB Authority for Below Average Spending Districts**

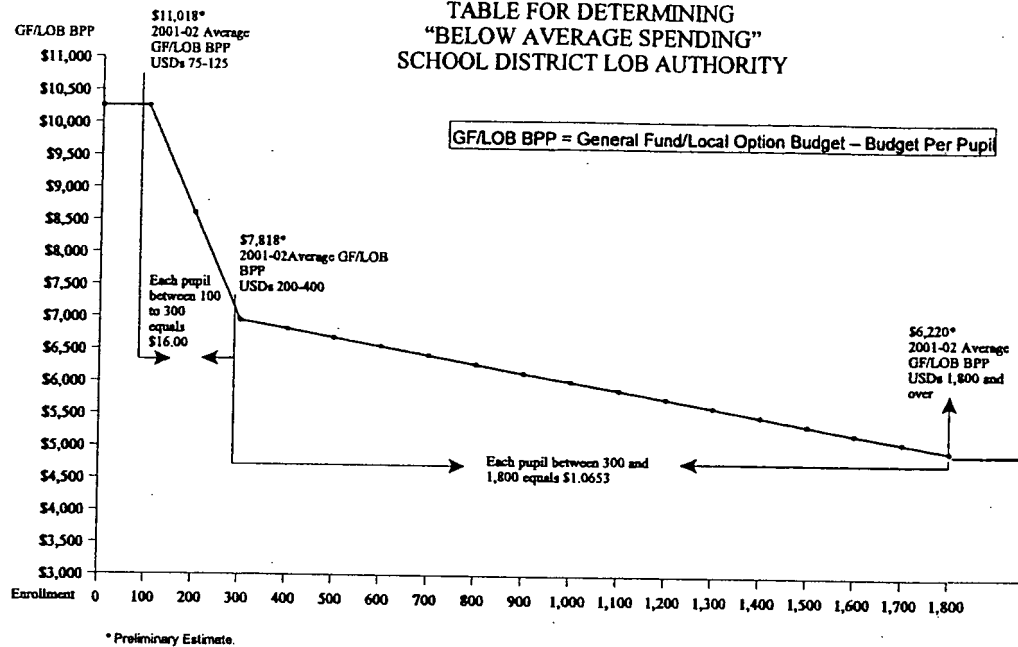
The board of education of a "below average spending" school district on its own motion may adopt an LOB. In this respect, the State Board of Education (SBOE) makes the following determinations:

- The average budget per full-time equivalent (FTE) pupil (unweighted) for the preceding school year is computed for each of four school district enrollment groupings—under 100, 100-299.9; 300-1,799.9; and 1,800 and over. This computation uses the combined school district general fund budget and LOB.
  - The FTE budget per pupil (unweighted) of each school district for the preceding school year is determined (combined general fund budget and LOB).
  - The district's FTE budget per pupil for the preceding year is subtracted from the preceding year's average budget per pupil for the district's enrollment grouping.
- 
- If the district's budget per pupil is below the average budget per pupil for the district's enrollment grouping, the budget per pupil difference is multiplied by the district's FTE pupil enrollment in the preceding year.
  - The product above is divided by the amount of the district's general fund budget in the preceding year.

The result is the LOB percentage increment that is available to the district in the next school year.



EXPLANATION  
2002-03 SCHOOL YEAR  
TABLE FOR DETERMINING  
"BELOW AVERAGE SPENDING"  
SCHOOL DISTRICT LOB AUTHORITY



### EXAMPLE

In 2001-02, District A has an enrollment of 600 unweighted FTE students and a GF/LOB BPP of \$7,000 (total GF/LOB Budget = \$4,200,000). Under the formula, District A qualifies for LOB authority in 2002-03, as follows:

\$	7,498.00	(GF/LOB BPP computed from above table)			
<b>minus</b>	<u>7,000.00</u>	(District's GF/LOB BPP—Preceding School Year)			
<b>equals</b>	\$ 498.00	(Difference)	<b>times</b>	600 FTE (Unweighted Enrollment)	<b>equals</b> \$ 298,800 (Potential LOB Authority)
<b>then</b>	$\frac{\$ 298,800}{\$ 4,200,000}$		<b>equals</b>	7.11%	
2002-03 GFB is	\$3,800,000	<b>so</b> \$3,800,000	<b>times</b>	7.11%	<b>equals</b> \$270,180 (Additional 2002-03 LOB Amount)

# Concerns With Current School Finance Formula

There are several areas of concern in the current Kansas school finance formula.

- The base state aid per pupil has not kept up with inflation.
- The weighting factor for at-risk students is too low.
- The weighting factor for bilingual education students is too low.
- The mileage limitation of 2.5 miles from home to school for reimbursing school districts for transporting students is too high.
- The formula for special education is a separate formula and not part of the basic school finance formula.

**Comparison of Actual Base State Aid Per Pupil Amount to  
FY 1993 Base State Aid Per Pupil Amount Adjusted for Inflation**

	(1)	(2)	(3)	(4)	(5)
Fiscal Year	Base State Aid Per Pupil	Percentage Increase in Base State Aid Per Pupil	Fiscal Year Percentage Increase in CPI*	Base State Aid Per Pupil Adjusted for CPI	Difference Between Increase in CPI and BSAPP (4-1)
1993	\$3,600	0.000%	3.1%		
1994	\$3,600	0.000%	2.8%	\$3,701	\$101
1995	\$3,600	0.000%	2.9%	\$3,808	\$208
1996	\$3,626	0.722%	2.7%	\$3,911	\$285
1997	\$3,648	0.607%	2.9%	\$4,024	\$376
1998	\$3,670	0.603%	1.8%	\$4,096	\$426
1999	\$3,720	1.362%	1.7%	\$4,166	\$446
2000	\$3,770	1.344%	2.9%	\$4,287	\$517
2001	\$3,820	1.326%	3.4%	\$4,433	\$613
2002	\$3,870	1.309%	2.0% (est.)	\$4,521	\$651
2003	\$3,890	0.516%	2.0% (est.)	\$4,612	\$722
2004			2.0% (est.)	\$4,704	
2005			2.0% (est.)	\$4,798	

8/5/2002

c:\budget\BSAPP-CPI Table

# VISION 21<sup>ST</sup> CENTURY INITIATIVE

## K-12 Education: Financing for Results

*The Governor's School Finance Task Force*

**VISION 21<sup>st</sup> CENTURY INITIATIVE**  
**K-12 EDUCATION: FINANCING FOR RESULTS**

**TASK FORCE MEMBERS**

David Brant	(Chair)	Topeka	Kansas Securities Commissioner
Susan Roenbaugh	(Vice Chair)	Kinsley	Former State Representative
Dr. Bruce Baker		Fairway	Assistant Professor of Teaching and Leadership, The University of Kansas
Rep. Barbara Ballard		Lawrence	Associate Vice Chancellor for Student Affairs, The University of Kansas and State Representative
Lew Ferguson		Topeka	Retired Associated Press Statehouse Correspondent
Sheila Frahm		Colby	Executive Director, Association of Community College Trustees and Former U.S. Senator and Lt. Governor
Dennis Jones		Lakin	Kearny County Attorney
Myrne Roe		Lindsborg	Retired Journalist and Former Teacher
Keith Roe		Mankato	Farmer and Former State Representative
Edward Roitz		Pittsburg	President, Fleming Petroleum, Inc. and Former State Senator
Sen. John Vratil		Leawood	Attorney and State Senator
Jerome Williams		Wichita	Director of Business Ethics and Compliance, Raytheon Aircraft and Former School Board Member
Mary Yewell		Emporia	Market President, Intrust Bank

## **VISION 21<sup>st</sup> CENTURY INITIATIVE**

### **K-12 EDUCATION: FINANCING FOR RESULTS**

#### **SUMMARY OF ISSUES**

The formula for determining local unified school district budgets and distributing state aid to the districts is an issue that faces the state each year. The current formula, which distributes approximately \$1.9 billion in state aid to finance local school operating budgets of \$2.6 billion, is based on a financing model enacted in 1992. That formula replaced the School District Equalization Act that had served as the state formula since 1973.

The current school finance model is driven by a base state aid per pupil amount. The amount of state property tax used to finance schools is set by the Legislature. The difference between the enrollment of the district multiplied by the base per pupil amount and the amount generated by the state-set mill levy is the state aid received by the district. Enrollments are adjusted to account for such factors as economies of scale (low enrollment weight), density (transportation weight) and education programs that are more expensive than average (at-risk and vocational weights). In more recent years, a weight has been provided to medium and large districts based on perceived inequities caused by the low enrollment weight. This is referred to as correlation weighting.

In addition to the budget set by the state, districts may authorize up to 25 percent above this amount with a local option budget. A mixture of state aid and local property taxes finances this budget. In some instances a local option budget can be approved by the local school board. However, depending on the percentage desired, it may be subject to local referendum.

In recent years, the current formula has received more focus as more districts use the full 25 percent local option budget (districts serving one-third of the students) and a large number of districts experience declines in enrollment (two-thirds of the school districts) which reduce the district's budget. Increased interest also has centered on the appropriateness of the various weighting components, particularly low enrollment and correlation weighting.

#### **CHARGE TO THE TASK FORCE**

The task force should review the current school finance formula and the School District Equalization Act that preceded it to understand the most recent models used to finance public schools in Kansas. The task force should also review school finance models in other states. Analysis should be undertaken of the difficulties facing schools with declining enrollments and those with rapid growth. Also the challenges of schools that are currently at the maximum local option budget should be reviewed. Efforts should be directed to determine alternative-funding formulas that reward schools for superior performance. Finally, the number of school districts and school attendance centers should be reviewed to ensure we maximize the results of school finance. In meeting the goal of funding for results, equity and fairness must be components. The task force should make priority policy recommendations to address the findings it makes and submit its report on or before December 1.

## INTRODUCTION

The 13-member task force, a diverse group of citizens, officials, and present and former legislators, conducted hearings and meetings in Topeka, Wichita, Garden City, Lakin, Lindsborg, Kansas City, Shawnee Mission, Iola, and Emporia. The Task Force also consulted with two nationally recognized school finance experts: Dr. John Augenblick of the firm of Augenblick & Myers, Denver, Colorado; and Dr. Allan Odden of the University of Wisconsin in Madison. The Task Force was assisted throughout its deliberations by Mr. Dale Dennis, the Deputy Commissioner of Education.

The Task Force heard testimony of the funding difficulties currently encountered by the state's 304 school districts in meeting their obligations to educate the 469,375 students enrolled in Kansas public schools. Various solutions were offered – all of which require a substantial increase in state funding. Two groups submitted proposals which would cost in excess of \$600 million with one plan also suggesting a reallocation of funding under the current formula. In addition, the State Board of Education has submitted budget requests which total \$205 million.

Many states, like Kansas, are grappling with the equity and adequacy of the financing of public education. A national Committee on Education Finance has recently published a timely report, Making Money Matter: Financing America's Schools, (National Academy Press, 1999). The report attempts to address this key question:

How can education finance systems be designed to ensure that all students achieve high levels of learning and that education funds are raised and used in the most efficient and effective manner possible?

The Kansas Constitution requires the Legislature to make "suitable provision" for financing a public education system; a state Board of Education to have general supervisory powers; and locally-elected boards of education to develop, maintain, and operate local public schools.

With adoption of the School District Finance and Quality Performance Accreditation Act in 1992 and subsequent amendments, the state became the primary funder of Kansas public schools, with a shift away from the historical reliance on the local property tax. The Task Force affirms the importance of respecting local decision-making on specific educational matters. However, since the state now serves as the primary funder, Kansas should maintain a significant interest in the performance of the schools in which it invests. Thus, the Task Force seeks to balance its support of local control with a new linkage among funding, accountability, and student achievement in order to ensure the productive and efficient use of state revenues and to achieve the goal of *financing for results*.

The Task Force concluded Kansas' primary need is to conduct a professional evaluation to determine the per-pupil cost of a suitable education. Until such an evaluation can be completed and implemented, the Task Force recommends changes in the current formula, in addition to increased funding.

The Task Force discussed the consolidation of school districts, but chose not to address this controversial issue due to the impending completion of a study commissioned by the Legislature. Recommendations from this school district boundary study are to be presented in January, 2001. However, the Task Force does recommend the funding of incentives to encourage all school districts to voluntarily cooperate in the sharing of resources and services.

## RECOMMENDATIONS

- 1. Kansas must re-evaluate the 1992 school finance formula to address inadequacies and inequities in the current system. The state needs to determine the cost of a "suitable" education to enable students to reach high standards.**
  - a. The state should conduct a professional evaluation to be initiated in January, 2001, and completed by December 1, 2001, with the following objectives:**
    - i. Determine funding needed to provide a suitable education in typical K-12 schools of various sizes and locations;**
    - ii. Determine additional support needed for special education, at-risk, limited English proficient students and other special circumstances;**
    - iii. Determine funding adjustments to ensure comparable purchasing power for all districts, regardless of size or location; and**
    - iv. Determine an appropriate annual adjustment for inflation.**
  - b. The Governor and the Legislature should create an on-going "School Finance Council" to conduct the evaluation of the cost of a suitable education and then to annually monitor and make recommendations regarding school funding.**

### Rationale for Recommendation 1

To date, no one has defined what constitutes a suitable education in Kansas. Therefore, it has been impossible to put a price tag on it. When the current school finance formula was drafted, cost figures including the base state aid of \$3,600 per pupil and the various pupil weightings were derived primarily from political deliberation. The Task Force concluded that it is of critical importance that the first step toward public education finance reform in Kansas is to conduct a professional evaluation to determine the cost of a suitable education.

Determining the cost will first require deciding what all Kansas schools should be able to offer to all Kansas children. Subsequently, the cost of offering such an education in different types and sizes of schools in different regions of the state, and taking into account the diverse populations of students must be estimated. Important considerations include:

- a. The cost of providing comparable opportunities in the state's small rural schools as well as the larger, more urban schools, including differences in transportation needs resulting from population sparsity as well as differences in annual operating costs;
- b. The cost of providing suitable opportunities in elementary, middle and high schools;
- c. The additional costs of providing special programming opportunities, including vocational education programs;
- d. The additional cost associated with educating at-risk children and those with limited English proficiency; and
- e. The additional cost associated with meeting the needs of students with disabilities.

Consideration must be given to geographic variations in costs of personnel, materials, supplies and equipment and other fixed costs so that districts across the state are afforded comparable purchasing power. The cost of the proposed professional evaluation is estimated at \$450,000.



Appropriate translation of the findings of the professional evaluation into policy will likely resolve many of the current issues, including: concerns of most districts that funding is generally inadequate; controversy surrounding the current method for distributing low enrollment and correlation weights; the linkage between general funds and special education excess costs; and if implemented with consideration for school, rather than pupil level costs, the problem of excessive formula sensitivity to declining enrollments.

The Task Force concluded that there should be an annual review of the state's funding of public education, rather than seriously studied only every eight to twenty years. Other states have panels that annually report on the adequacy and equity of education funding, such as Nebraska's School Finance Review Committee and Kentucky's Office of Education Accountability.

The Task Force proposes that the Governor and the Legislature create an on-going panel, such as a "School Finance Council," to immediately begin work on the professional evaluation of the cost of a suitable education. The proposed panel should continue to annually monitor and make recommendations regarding school funding. The panel should be comprised of a diverse group of members serving staggered terms. Members should be appointed by the Governor, the Legislature, and the State Board of Education.

The proposed panel would be a first-step by the Governor and the Legislature to develop continuity in charting the state's school finance policy and to enhance monitoring of the school finance formula and the implementation of any changes.

## **2 To enhance teacher compensation, Kansas should:**

- a. **Increase funding to allow local districts greater opportunity to recruit and retain quality teachers;**
- b. **Provide \$1 million in matching grants to districts for the purpose of developing alternative compensation plans for teachers; and**
- c. **Provide annual incentive funding with an initial investment of \$10 million in grants to districts that implement alternative compensation plans that include components of peer mentoring and peer evaluation and that provide additional compensation to teachers who demonstrate excellence or significant improvement in skills, knowledge, and performance.**

### **Rationale for Recommendation 2**

Kansas, like other states, is experiencing a crisis in recruiting and retaining teachers. To compound the problem, state and national experts predict an increasing shortage in the supply of qualified teachers. Current research indicates that teaching quality is the most important factor affecting student learning.

Kansas' 304 school districts currently employ 35,363 full-time teachers and the average salary for classroom teachers is \$36,801 (not including supplemental and summer school salaries and fringe benefits which average an additional \$1,658). The average salary for a beginning Kansas teacher is estimated at \$26,894. As to benefits, there is wide disparity among school districts, with some districts offering no health insurance benefits to their employees.

The compensation packages offered to hire teachers are becoming increasingly competitive. For 1998-99, Kansas ranked 25<sup>th</sup> in average teacher salary at \$3,177 less than the national average. Kansas school districts not only compete against each other, but the greater challenge is to compete with states that have recently increased teacher salaries and enticements. Some districts across the country now offer "signing bonuses" and others offer assistance to repay college loans.

For the short term, the Task Force believes that state aid (BSAPP) needs to be increased substantially to enable local school boards to negotiate appropriate raises for salaries of all employees, including teachers. It is estimated that salaries account for 72.5% of the operating budgets of Kansas school districts.

In the next several years, the Task Force recommends that local school boards work with their teachers to reinvent teacher compensation. Kansas needs to move beyond the "status quo" contracts which only reward the number of years of service and the attainment of graduate degrees. In addition, new models for teacher mentoring, such as peer assistance, and for performance evaluation, such as peer review, are critical components to the success of any alternative compensation plan.

The Task Force is intrigued with Cincinnati's Teacher Evaluation System and the Skills & Knowledge Compensation Framework which is currently being tested after three years of development. The Cincinnati program is not the "merit pay" type of system which is often criticized. Other districts and states are also experimenting with alternative programs.

The Task Force recommends two incentive grant programs to be developed and administered by the State Board of Education. It is hoped that the annual incentive funding for alternative compensation plans will be renewed and increased to a substantial amount per student in order to raise teacher salaries statewide and to promote the linking of compensation and teacher performance. Dr. Allan Odden and Carolyn Kelley, both professors at the University of Wisconsin-Madison, have written that "compensation is a potentially powerful tool that could be used to support education reform efforts, reward excellence, and undergird a climate of educational excellence."

**3. Until the professional evaluation of the cost of a suitable education is completed and implemented, Kansas needs to change the method of funding special education costs.**

- a. As an alternative to the current staffing reimbursement system, the state should finance special education costs based on a two-tiered pupil weighting system.
- b. The state should fully fund the "excess" costs of serving students with special needs.
- c. A census-based method of funding special education should be considered in the future, based upon the professional evaluation of the cost of a suitable education.

### **Rationale for Recommendation 3**

The Task Force heard from representatives of local districts and special education cooperatives about their concerns regarding special education funding. Central to each presentation was the need for the state to fully fund the excess costs associated with educating special needs students which currently comprise an average of 15.8 percent of the enrollment of most districts. Repeated underfunding of special education excess costs threatens to erode the quality of both special education and general education services. Special education funding and general education funding are inextricably linked. Under the current system, districts are frequently required to tap into general education funds to meet state and federal mandates for serving children with special needs.

Three approaches were considered for allocating special education funding. The first option was to fully fund the current system, whereby the state provides a percentage reimbursement of staffing costs for serving special education students. The Task Force has concerns regarding the state's ongoing ability to fully fund the current system and over how the current system allocates resources by district need. Special education funding has experienced rapid cost growth in recent years, from 7.3% in 1995 to 9.2% in 2001 of all

education revenues in Kansas. Currently in Kansas, there are 4,500 severely disabled students and 71,670 other students enrolled in special education programs.

The second option considered was an approach referred to as census-based funding or census-based block grants. This approach has gained popularity in recent years and has been implemented with varying degrees of success in Vermont, Pennsylvania and California in conjunction with reforming the delivery of special education services. This approach allows local districts flexibility in the use of funds and special education personnel. The Task Force concluded that it is not reasonable to apply a census-based model in Kansas at this time. This approach should, however, be considered in any future redesign of general state aid.

The Task Force recommends a third option and new alternative to include special education costs in the formula to be allocated through a two-tiered pupil weighting system which includes infants and toddlers. Analyses provided by the State Department of Education indicate that the average cost of high need, severely disabled, special education students in Kansas is approximately 4.7 times the current base state aid ( $4.7 \times \$3,820 = \$17,954$ ) while the cost of other special education students would average 1.9 times. Therefore, the Task Force proposes additional weightings of 3.7 (x BSAPP) for severely disabled special education students and approximately 0.90 for other special education students. This alternative should also reduce the current paperwork burden required of teachers and paraprofessionals who provide special education services. Finally, the Task Force further recommends an increase in special education funding by an estimated \$62.8 million to fully fund excess costs.

The objectives of this interim proposal are to (1) create a special education funding method that requires full funding of excess costs and (2) distribute funding for excess costs according to need. This shift from the current staffing reimbursement model should be considered a short term fix. Future alternatives depend largely on the outcomes of the professional evaluation of the cost of a suitable education.

**4. Until the professional evaluation of the cost of a suitable education is completed and implemented, Kansas needs to increase funding of the current formula and should:**

- a. Increase the base state aid (BSAPP) by \$180 (approx. 4.7%) to \$4,000 per student;
- b. Broaden the definition of “at-risk” to include truant students and those not making progress towards graduation as proposed by the State Board of Education;
- c. Increase the weighting for “at-risk” students from .09 to .10; and
- d. Equalize the capital outlay mill levy so that less wealthy districts are not disadvantaged.

**Rationale for Recommendation 4**

The goal of the present school finance system was to establish and maintain equity in school funding. Among other flaws, the devised formula was never adequately funded. The original base budget of \$3,600 per pupil was the result of political expediency, not an in-depth calculation of what it costs to educate Kansas children. Compounding the problem was the failure to provide annual funding increases so that base state aid kept up with inflation.

Base state aid for FY 2001 is \$3,820 per pupil. That \$220 increase over the original \$3,600 is an increase of 6.1 percent, or less than one-third of the Consumer Price Index increase of 21.6 percent during the last eight years. Had the state increased base state aid to keep pace with inflation, it would require an additional \$320 million.

The Task Force recommends increasing the Base State Aid Per Pupil to \$4,000 for FY 2002 which would cost an estimated \$102.9 million. The proposed \$180 increase would amount to an 11.1 percent increase from 1992, still only about half of what the increase would have been had the state kept pace with inflation.

The Task Force believes a major increase in BSAPP is required to provide funding school districts must have to recruit and retain quality teachers and meet their other financial obligations. Equally important is a commitment by the state to annually increase the BSAPP to adequately compensate for inflation.

The Task Force recommends increased funding, estimated at \$8 million, for districts to enhance their programs for at-risk students. It proposes increasing the at-risk weighting factor to .10 from .09, and to broaden the effort to help those most likely to fail by expanding the definition of at-risk students, as proposed by the State Board of Education, to include truant students and those not making satisfactory progress toward graduation. Presently, Kansas defines at-risk students as those who qualify for free lunches under federal guidelines.

There are a number of factors that can place a child at risk of failure. Poverty is one of the most prevalent, but there are many reasons why a student may be struggling in school. Approximately 25 percent of Kansas students may be considered at-risk.

The Task Force recommends that capital outlay be power equalized with state support in the same manner as for local option budgets, to a maximum of four mills, which would cost an estimated \$15 million. Currently, 266 of the 304 school districts have a capital outlay levy. This would correct an inequity for less wealthy districts in which lower valuations produce less revenue from the mill levy.

The Task Force also supports the State Board of Education's budget proposals for the state's technology backbone system, all-day kindergarten, four-year-old at-risk, Parents as Teachers, extended school year, and transportation.

**5. Kansas should link K-12 funding to accountability and provide on-going incentives for districts and schools to improve performance, pursue innovation, utilize technology, and increase efficiency as follows:**

- a. Provide an initial investment of \$7.5 million for "reward grants" to be awarded to schools in which student achievement is significantly increased or that reach the standard of excellence as determined by the State Board of Education;
- b. Provide an initial investment of \$7.5 million for "reward grants" to be awarded to districts and schools (1) for success in innovation and the use of technology or (2) that voluntarily cooperate with other districts in the sharing of resources and services (including personnel, buildings, and equipment) in order to increase efficiency, save money, and/or enhance the availability and quality of educational opportunities; and
- c. Allow districts more latitude with contingency reserve funds by amending K.S.A. 72-6426 to ease the restrictions on expenditures and to raise the maximum balance from 4% to 7.5% of a district's general fund and supplemental general fund.

**Rationale for Recommendation 5**

Under the present fiscal and accountability structure of K-12 education, the Governor proposes the budget, the Legislature appropriates the funds, and the State Board of Education develops accountability systems and monitors the performance of public schools. One objective of the Task Force was to create a stronger linkage toward the goal of *financing for results*.

By proposing financial incentives tied to accountability, Kansas would join a small but growing number of states, including Kentucky, Texas and California, using fiscal incentives to stimulate improved school performance. The Task Force is not suggesting that the present performance of Kansas schools is substandard, but rather that all schools can and should continue to improve, and those that do should be rewarded.

The Task Force recommends two reward grant programs to be developed and administered by the State Board of Education. The first is a performance incentive program which should contain a broad range of outcome measures. Those measures should not place too much emphasis on any one standardized assessment or other outcome. Existing systems in Texas and Kentucky include such outcome measures as attendance and dropout rates, retention rates, successful transition from high school, as well as student academic achievement and performance assessments. Careful consideration of awards should include schools that achieve exceptional performance levels and/or display exceptional rates of improvement so as not to disadvantage schools that function under more difficult circumstances.

The second grant program would reward districts and schools for innovative practices in the use of technology and in the sharing of resources and services. Technological advancements, such as the use of computers, the Internet, and interactive video classrooms, offer the promise of expanding educational options while overcoming such impediments as distance and student disabilities. Increasingly, districts and schools are collaborating to share personnel, buildings, and equipment. For example, some districts currently share a superintendent. Other districts share specially-equipped buses to transport students with disabilities. The Task Force recommends that these practices be encouraged and rewarded, particularly if a student's education benefits or efficiency is enhanced.

It is important for the overall coherence of these proposals that performance and innovation also be considered at the school level, where teachers and administrators are most able to creatively collaborate toward providing the best possible education to the children they serve. In a 1994 Brookings Institution release entitled "Making Schools Work: Improving Performance and Controlling Costs," Eric Hanushek noted: "Performance incentives that reward them for progress toward the goals of schools - while recognizing their freedom to determine how that progress is best achieved - are the best way to focus teachers, principals, and other school personnel on improving education."

Finally, the Task Force recommends that local districts be allowed more latitude with their contingency reserve funds in order to save money and invest in long range planning. Currently, districts are faced with the dilemma to "spend it or lose it" at the end of a fiscal year and are not rewarded for saving money. Easing the restrictions on expenditures and raising the maximum balance from 4% to 7.5% of a district's general and supplemental general fund would assist those districts able to save money and encourage planning to finance larger expenditures in future years.

## CONCLUSION

The Task Force firmly supports Kansas public schools and believes that public education is the state's most important responsibility. Thus, it is fitting and timely that this report and recommendations were presented on November 17, 2000, at the conclusion of American Education Week.

As outlined in the foregoing recommendations, the Task Force has concluded that Kansas should increase K-12 funding, but the "how" and by "how much" will require more than political negotiation and compromise. The Task Force believes that "tweaking" the current school finance formula will achieve neither long term, nor rational, solutions.

It is critical that the Governor and the Legislature seriously consider the primary recommendation to conduct a professional evaluation to determine the per-pupil cost of a suitable education.

The Task Force's recommendations are designed to promote and maintain an appropriate balance between respect for local decision-making on specific educational matters and accountability for the productive and efficient use of state funds. Local control is central to the proposals for school and district incentive rewards and for local districts to work with teachers to create alternative compensation plans. The state's interest is enhanced by the recommendations that the Governor, Legislature, State Board of Education, and proposed "School Finance Council," all play an active role in stimulating performance and efficiency and in monitoring and rewarding success in the expenditure of education dollars. Finally, the recommendations for teacher compensation, special education, and incentive funding for performance and innovative practices, are proposed as ways to improve Kansas' educational system.

Educating Kansas' students in the twenty-first century is a costly undertaking which will require a substantial amount of additional funding. The Task Force's recommendations outline a plan to advance the goal of *financing for results* so that every dollar invested can provide a substantial return, not only for students and communities, but for the future of the state of Kansas.

### K-12 Education: Financing for Results Summary of Recommendations and Fiscal Estimate

<u>Recommendations</u>	<u>Fiscal Estimate (in millions)</u>
<b>1. Re-evaluate the current school finance formula</b>	
a. Determine the cost of a "suitable" education	.45
b. Create "School Finance Council" to annually monitor formula	
<b>2. Enhance teacher compensation</b>	
a. Increase funding to recruit and retain quality teachers	
b. Help districts develop alternative compensation plans for teachers	1.00
c. Reward districts that implement alternative compensation plans for teachers	10.00
<b>3. Change the method of funding special education</b>	
a. Shift to a two-tiered pupil weighting system	
b. Fully fund special education "excess" costs	62.80
c. Consider census-based funding for special education in the future	
<b>4. Increase funding of the existing formula</b>	
a. Increase BSAPP by \$180 (approx. 4.7%) to \$4,000 per pupil	102.90
b. Broaden the definition of "at-risk" to include truant students and those not making progress towards graduation	4.00
c. Increase weighting for "at-risk" students from .09 to .10	4.00
d. Equalize districts' capital outlay levies	15.00
<b>5. Link K-12 funding to accountability and provide incentives</b>	
a. Provide reward grants for schools for student achievement	7.50
b. Provide reward grants to districts or schools for 1) the use of technology or 2) the sharing of resources and services	7.50
c. Allow districts more latitude with contingency reserve funds	
<b>TOTAL ESTIMATED COST</b>	<u><u>215.15</u></u>

REQUEST FOR PROPOSALS  
AND  
CONTRACT

# REQUEST FOR PROPOSALS

## SECTION I

### GENERAL INFORMATION AND INSTRUCTIONS FOR SUBMITTING PROPOSALS

**Contract Name:** Professional Evaluation—Cost of a Suitable Education in Kansas

**Purpose:** The Legislative Coordinating Council (LCC) of the Kansas Legislature is issuing this RFP to identify a qualified consultant to conduct a study to determine the cost of a suitable education for Kansas children.

**Issuing Office:** This RFP is issued by the LCC. Unless otherwise specified, the Director of the Legislative Research Department is the sole point of contact for purposes of this RFP and subsequent responses.

**Restrictions on Communications with Staff:** From the issue date of this RFP until a consultant is selected and a contract is executed and approved, respondents are not allowed to communicate with any members of the Legislature or legislative staff regarding this procurement except during scheduled interviews with prospective consultants, negotiations, and contract signing.

**Inquiries:** Consultants seeking clarification as to the content and intent of the RFP, or the RFP process, may request clarification by submitting written questions (may be faxed) before 5:00 p.m. CDT on August 30, 2001 to:

Ben F. Barrett, Director  
Kansas Legislative Research Department (KLRD)  
300 S.W. Tenth Avenue—Room 545-N  
Topeka, Kansas 66612-1504  
FAX No. (785) 296-3824

Answers to all written questions will be distributed to all parties who have received an RFP from the KLRD.

**Date Release:** August 2, 2001

**State Contact:** Ben F. Barrett

**Agency:** Kansas Legislative Research Department (KLRD)

**Location:** 300 SW Tenth Avenue—Room 545-N  
Topeka, Kansas 66612-1504  
Telephone (785) 296-3181/FAX (785) 296-3824

**Period of Contract:** Date of Award through May 1, 2002. The anticipated report completion date is March 29, 2002.



## SECTION II

### DEFINITIONS AND OBJECTIVES OF THE STUDY

**Definitions.** Throughout the RFP, references to "Committee," "KLRD," "LCC," and "SDFQPA" have the following meanings:

"Committee" means the Special Committee on School District Finance Evaluation. This 13-member Committee, designated by the LCC, also serves as the statutory joint committee known as the Legislative Educational Planning Committee. This Committee is composed entirely of members of the Legislature.

"KLRD" means the Kansas Legislative Research Department.

"LCC" means the Legislative Coordinating Council.

"SDFQPA" means the School District Finance and Quality Performance Act (KSA Ch. 72, Art. 64).



**Objective.** The purpose of this project is to conduct a professional evaluation of school district finance to determine the cost of a suitable education for Kansas children. (See Attachment I for the definition of a suitable education.)

According to the law, the evaluation must include a thorough study of the SDFQPA with the objective of addressing inadequacies and inequities inherent in the act. At the minimum, the evaluation shall address the following objectives:

- Determine the funding needed to provide a suitable education in typical K-12 schools of various sizes and locations including, but not limited to, per pupil cost;
- Determine the additional support needed for special education, at-risk, limited English proficient pupils, and pupils impacted by other special circumstances;
- Determine funding adjustments necessary to ensure comparable purchasing power for all districts, regardless of size or location; and
- Determine an appropriate annual adjustment for inflation.

In addressing the above objectives, the Consultant must give consideration to the following matters:

## Section II-2

- The cost of providing comparable opportunities in the state's small rural schools as well as the larger, more urban schools, including differences in transportation needs resulting from population sparsity as well as differences in annual operating costs;
- The cost of providing suitable opportunities in elementary, middle, and high schools;
- The additional costs of providing special programming opportunities, including vocational education programs;
- The additional cost associated with educating at-risk children and those with limited English proficiency;
- The additional cost associated with meeting the needs of pupils with disabilities;
- The cost of opening new facilities; and
- The geographic variations in costs of personnel, materials, supplies and equipment, and other fixed costs so that districts across the state are afforded comparable purchasing power.

The Consultant must also address any item agreed to in writing as a result of negotiations with the Committee and approved by the LCC.

## SECTION III

### PROCEDURE FOR RECEIVING, REVIEWING, AND EVALUATING PROPOSALS

**Deadline for Submission of RFP.** RFPs must be submitted to KLRD in full and complete form by no later than 5:00 p.m. CDT on September 4, 2001.

**Appearance Before the Committee.** The Consultant may be required to appear before the Committee on one or more occasions to explain the Consultant's understanding and approach to the project and to respond to questions from the Committee concerning the proposal.

**Cost of Preparing the Proposal.** The cost of developing and submitting a proposal is entirely the responsibility of the Consultant. This includes all costs associated with preparing the proposal and presenting it to the Committee.

**Treatment of Proposals.** A proposal becomes the property of the State of Kansas and will become a matter of public record subsequent to the signing of a contract or rejection of all bids.



**Proposal Evaluation.** Adoption of a proposal will be made in the best interest of the state by the LCC after due consideration to the recommendation of the Committee. Consideration will include, but not be limited to:

- Response format, with all pages numbered, centered at the bottom of each page;
- Quality, conciseness, and completeness of proposal;
- Consultant's understanding of the project based upon the proposal submitted;
- Compliance with the terms and conditions of the request for proposals;
- Experience of the consultant and staff members in conducting statewide school finance analyses in one or more other states;
- Academic and professional background of the consultant and members of the consultant's team;
- References of clients for whom similar studies have been conducted; and
- Cost.

**Acceptance or Rejection.** The LCC reserves the right to accept or reject any or all proposals or part of a proposal.

## Section III-2

**Contract Negotiations.** The LCC reserves the right to negotiate with the Consultant regarding all aspects of services and fees. The Consultant who is awarded the project will enter into a written contract with the LCC. The RFP and the Consultant's proposal, or any part thereof, may be incorporated into the contract. Agreements or understandings resulting from negotiations with the Consultant shall be reduced to writing and become a part of the contract.

**Contract—Standard State Requirements.** The successful Consultant agrees to comply with the provisions of form DA-146a, Contractual Provisions Attachment, which is incorporated into all contracts with the state and is attached to this RFP (Attachment III).

## Section IV

### CONTRACT MODIFICATION, CONTRACT TERMINATION, OWNERSHIP TO WORK PRODUCTS, AND RETENTION OF RECORDS

**Contract Modification.** When awarded, the contract shall be modified only by the written agreement of the parties. No alteration or variation of the terms and conditions of the contract shall be valid unless made in writing and signed by the parties. Every amendment shall specify the date on which its provisions shall be effective.

**Ownership of Work Products.** All reports and other documents developed by the Consultant under this contract shall become the sole property of the LCC.

**Conflict of Interest.** The Consultant shall not knowingly employ any professional personnel who also are employed by the State of Kansas and who are providing services involving this contract or services similar in nature to the scope of this contract to the state. Furthermore, the Consultant shall not knowingly employ, during the period of this contract, any state employee who has participated in the making of this contract until at least one year after the person's termination of employment with the state.

**Termination of Contract.** The LCC may terminate this contract or any part of the contract for cause or for convenience.

Termination for cause shall occur under any of the following circumstances:

- The Consultant fails to make delivery of goods or services as specified in the contract; or
- The Consultant fails to perform any of the provisions of the contract, or fails to progress in a manner that endangers performance of this contract in accordance with its terms.

The LCC shall provide the Consultant with written notice of the conditions endangering performance. If the Consultant fails to remedy the conditions within 15 calendar days from receipt of the notice, the LCC shall issue the Consultant a directive to stop the work immediately. This notice shall constitute termination of the contract. Receipt of the notice shall be presumed to have occurred within three calendar days of the date of notice.

The LCC may terminate performance under this contract in whole or in part whenever, for any reason, the LCC determines that the termination is in the best interest of the State of Kansas. In the event the LCC terminates this contract for convenience, the Consultant shall be provided written notice at least 30 days prior to the termination date. The termination shall be effective as of the date specified in the notice. The Consultant shall continue to perform any part of the work that may have not been terminated by the notice.

#### Section IV-2

No further payment shall be due the Consultant on or after the date of termination of the contract.

**Rights and Remedies.** If this contract is terminated, the State of Kansas, in addition to any other rights provided for in this contract or by law, may require the Consultant to transfer title and deliver to the state in the manner and to the extent directed, any completed materials. The state shall be obligated only for those services and materials rendered and accepted prior to the date of termination.

**Waiver.** Waiver of a breach of any provision in this contract shall not be a waiver of any prior or subsequent breach. A waiver shall be in writing and any forbearance or indulgence in any other form or manner by the state shall not constitute a waiver.

**Retention of Records.** Unless the LCC specifies in writing a shorter period of time, the Consultant agrees to preserve and make available all of its books, documents, papers, records, and other evidence involving transactions related to this contract for a period of two years from the date of the expiration or termination of this contract. The Consultant agrees that representatives of the State of Kansas or auditors acting on behalf of the state will have access to and the right to examine records during the contract period and for two years thereafter. Delivery of and access to the records shall be at no cost to the state.

## Section V

### STAFF QUALIFICATIONS, PAYMENTS, AND STATE RESOURCES TO BE PROVIDED

**Staff—Qualifications and Wages/Expenses.** The Consultant shall warrant that all persons assigned to the performance of this contract are employees of the Consultant (or specified subcontractors) and are fully qualified to perform the work required. The Consultant shall include a similar provision in any contract with any subcontractor selected to perform work under this contract. Failure of the Consultant to provide qualified staffing at the level required by the proposal specifications may result in termination of the contract.

The Consultant is responsible for payment of all wages, travel expenses, food and lodging expenses, liability insurance, workers compensation insurance, and other related expenses of any agent, employee, or subcontractor employed by the Consultant.

**Payment.** Payment shall be made in incremental amounts based upon deliverables in accord with a schedule agreed to by the Consultant and the LCC, except that 15.0 percent of the amount agreed upon for this project shall be withheld for payment until a determination has been made that the final report is in compliance with the contract and the LCC has accepted the final report.

**State Resources to be Provided.** Copies of Kansas laws pertaining to the financing of public education, explanatory memoranda, and centrally collected data pertaining to Kansas school financing mechanisms will be provided to the consultant upon request and without charge.

## Section VI

### COST PROPOSAL AND DELIVERABLES

**TOTAL FEE    \$\_\_\_\_\_**

Consultant shall attach a detailed budget breakdown by task, deliverable product and service, and estimated hours and rates assigned. The proposal must include the cost of travel and expenses for attendance at meetings as specified in the RFP.

Deliverable products and services shall include the following items plus any other products proposed by the Consultant and approved by the LCC.

- **Reporting Progress.** The Consultant shall provide to the Committee biweekly reports which identify elements of the study that have been completed, including activities undertaken and completed during the most recent reporting period and activities to be undertaken during the next two weeks. These reports may be in written form or may be transmitted electronically, or both.
- **Meetings with Committee.** The Consultant shall:
  - be available to meet with the Committee on three occasions during the course of the study at the place and times prescribed by the Committee and at additional times as the Committee determines, with the Consultant to be paid for such additional meetings on the basis of an amount per meeting as specified in the proposal, including any modification resulting from contract negotiations;
  - meet with the Committee at a place and time prescribed by the Committee to deliver the final report at which time the report will be explained and questions pertaining thereto will be answered; and
  - be available to meet with the Committee at mutually agreed upon times for up to six months after the project is otherwise completed, with the Consultant to be paid on the basis of an amount per meeting as specified in the proposal, including any modification resulting from contract negotiations..
- **Other In-State Meetings.** The Consultant shall schedule a minimum of three meetings at locations throughout the state for the purpose of receiving information regarding the strengths and weaknesses of the state's school finance laws. The final report of the Consultant shall contain a summary of the information obtained at these meetings.



## Section VI-2

- **Meetings with House and Senate Committees on Education.** The Consultant shall present the final report to the House and Senate Committees on Education during the 2002 Session of the Legislature at a time to be determined by the Chairs of those committees in consultation with the Consultant and shall remain available to respond to questions posed by Committee members or by other members of the Legislature.
- **Final Product.** The Consultant shall provide to the Committee and to the Governor, a report, including an executive summary, which articulates findings regarding the cost of a suitable education for Kansas children; identifies inadequacies and inequities in the current school finance system which, at a minimum, address the matters specified in *2001 Session Laws of Kansas*, Ch. 215, Sec. 10 (Attachment II) and this RFP; and proposes one or more alternative school finance formulas which, if implemented, would provide for financing of a suitable education for Kansas children.

Fifty copies of the final report, plus one copy suitable for reproduction and mass distribution, shall be presented to the Committee by no later than March-29, 2002.

## ATTACHMENT I

### SUITABLE EDUCATION DEFINED (2001 Session Laws of Kansas, Ch. 215, Sec. 10)


For the purpose of this study the term "suitable education" means a curricular program consisting of the subjects and courses:


- Required under the provisions of KSA 72-1101, 72-1103, and 72-1117, and amendments thereto;
- The courses in foreign language, fine arts, and physical education required to qualify for a state scholarship under the provisions of KSA 72-6810 through 72-6816, and amendments thereto; and
- The courses included in the pre-college curriculum prescribed by the Board of Regents under the provisions of KSA 76-717, and amendments thereto.


NOTE: There are no physical education or fine arts requirements for qualification for state scholarship programs.

The courses and programs are identified below:

**1. The requirements of KSA 72-1101, 72-1103, and 72-1117, as amended.**

 **72-1101. *Required Subjects in Elementary Schools.*** Every accredited elementary school shall teach reading, writing, arithmetic, geography, spelling, English grammar and composition, history of the United States and of the State of Kansas, civil government and the duties of citizenship, health and hygiene, together with such other subjects as the State Board [State Board of Education] may determine.

 **72-1103. *Required Courses of Instruction; Graduation Requirements.*** All accredited schools, public, private or parochial, shall provide and give a complete course of instruction to all pupils, in civil government, and United States history, and in patriotism and the duties of a citizen, suitable to the elementary grades; in addition thereto, all accredited high schools, public, private, or parochial, shall give a course of instruction concerning the government and institutions of the United States, and particularly of the *Constitution of the United States*.

 **72-1117. *Kansas History and Government, Required Course; Duties of State Board.*** The State Board of Education shall provide for a course of instruction in Kansas history and government, which shall be required for all students graduating from an accredited high school in this state.

## ATTACHMENT I-2



2. Requirements for the State Scholarship Program that differ from the pre-college curriculum under KSA 76-717, as amended are shown below. However, only the foreign language requirement applies to the RFP.

The student must complete two high school units in one foreign language. One additional unit of mathematics is required (total=4 units). In addition to algebra I, algebra II, and geometry, this additional unit of mathematics must be selected from analytical geometry, trigonometry, advanced algebra, probability and statistics, functions, or calculus.



3. The Qualified Admissions Pre-College Curriculum is shown below:

Courses Required to Complete Qualified Admissions Curriculum	Units Required for College Admission	Comments/Explanations
English	4	Students must take at least one unit of English for each year of high school. Although students are encouraged to take courses in journalism, speech, drama/theatre, and/or debate in addition to the English requirement, these courses cannot fill any part of the English requirement.
Natural Science	3	Students must take three units chosen from the following courses: biology, advanced biology, physical/earth/space science/general science, chemistry, physics (at least one unit must be in chemistry or physics). There are other courses that may substitute for some of these. Students are encouraged to take one additional unit of science chosen from the previously mentioned courses.
Mathematics	3	Students must take one unit each of: algebra I, algebra II, and geometry. If a student completes any of the required math courses in middle school or junior high school, it can count toward the Qualified Admissions math requirement. Completion of both applied mathematics I and II can be substituted for algebra I only. Students are strongly encouraged to take a mathematics course every year of high school.
Social Sciences	3	Students must complete the following: one unit of U.S. history and one-half unit of U.S. government; one unit selected from: psychology, economics, civics, history, current social issues, sociology, anthropology, race and ethnic group relations, or geography; one-half unit selected from: world history, world geography, or international relations.
Computer Technology	1	Students are required to have one unit of computer technology. At some schools students may fulfill this requirement by passing a proficiency examination.
Foreign Language	0	

## ATTACHMENT II

### *2001 Session Laws of Kansas* Ch. 215, Sec. 10

New Sec. 10. (a) The legislative coordinating council shall provide for a professional evaluation of school district finance to determine the cost of a suitable education for Kansas children. The evaluation shall include a thorough study of the school district finance and quality performance act with the objective of addressing inadequacies and inequities inherent in the act. In addition to any other subjects the legislative coordinating council deems appropriate, the evaluation shall address the following objectives:



(1) A determination of the funding needed to provide a suitable education in typical K-12 schools of various sizes and locations including, but not limited to, per pupil cost;

(2) a determination of the additional support needed for special education, at-risk, limited English proficient pupils and pupils impacted by other special circumstances;

(3) a determination of funding adjustments necessary to ensure comparable purchasing power for all districts, regardless of size or location; and

(4) a determination of an appropriate annual adjustment for inflation.

(b) In addressing the objectives of the evaluation as specified in subsection (a), consideration shall be given to:

(1) The cost of providing comparable opportunities in the state's small rural schools as well as the larger, more urban schools, including differences in annual operating costs;

(2) the cost of providing suitable opportunities in elementary, middle and high schools;

(3) the additional costs of providing special programming opportunities, including vocational education programs;

(4) the additional cost associated with educating at-risk children and those with limited English proficiency;

(5) the additional cost associated with meeting the needs of pupils with disabilities;

(6) the cost of opening new facilities; and

(7) the geographic variations in costs of personnel, materials, supplies and equipment and other fixed costs so that districts across the state are afforded comparable purchasing power.

(c) Within the limits of appropriations therefor, the legislative coordinating council shall secure consultant services to conduct the professional evaluation of school district finance required by this section and provide for a presentation to the governor and the legislature of the findings of the evaluation along with recommendations for components of a school district finance plan that will fulfill the state's obligation to provide a suitable education for Kansas children. The findings of the evaluation and recommendations shall be presented to the governor and the legislature at the beginning of the 2002 legislative session.

(d) The legislative coordinating council shall designate a special committee to assist the council in discharging its responsibilities under this section, including prepare a request for proposals for the conduct of school finance system evaluation; advertise nationally for such proposals; evaluate the proposals; recommend to the council a consultant or consultants best qualified to conduct the study; consult with the council concerning terms and

## ATTACHMENT II-2

conditions of the consulting contract; act in an advisory capacity to assist the consultant in the conduct of the evaluation; on behalf of the council, receive from the consultant regular reports of progress; and receive the final report of the consultant three weeks prior to formal submission of the report to the 2002 legislature on January 14, 2002. The special committee shall be composed of some or all of the members of the legislative educational planning committee as determined by the legislative coordinating council. The legislative coordinating council shall determine the number of members of the special committee who shall be members of the house of representatives, members of the senate, members of the majority party and members of the minority party.

(e) For the purpose of the professional evaluation of school district finance, the term "suitable education" means a curricular program consisting of the subjects and courses required under the provisions of K.S.A. 72-1101, 72-1103 and 72-1117, and amendments thereto, the courses in foreign language, fine arts and physical education required to qualify for a state scholarship under the provisions of K.S.A. 72-6810 through 72-6816, and amendments thereto, and the courses included in the precollege curriculum prescribed by the board of regents under the provisions of K.S.A. 76-717, and amendments thereto

**NOTE: Respondents should understand that the RFP is based upon an anticipated final report and project completion date of March 29, 2002. Thus, in preparing a proposal to provide the requested consulting services, the completion dates contained in Section 10(c) and (d) of Ch. 215, Sec. 10 of the 2001 Session Laws of Kansas (above) are to be disregarded.**

## ATTACHMENT III

State of Kansas  
Department of Administration  
DA-146a (Rev. 1-01)

## CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

"The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 1-01), which is attached hereto, are hereby incorporated in this contract and made a part thereof."

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated.
  2. **Agreement With Kansas Law:** All contractual agreements shall be subject to, governed by, and construed according to the laws of the State of Kansas.
  3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
  4. **Disclaimer Of Liability:** Neither the State of Kansas nor any agency thereof shall hold harmless or indemnify any contractor beyond that liability incurred under the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.).
  5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 et seq.) (ADA) and to not discriminate against any person because of race, religion, color, sex, disability, national origin or ancestry, or age in the admission or access to, or treatment or employment in, its programs or activities; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) if it is determined that the contractor has violated applicable provisions of ADA, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.
- Parties to this contract understand that the provisions of this paragraph number 5 (with the exception of those provisions relating to the ADA) are not applicable to a contractor who employs fewer than four employees during the term of such contract or whose contracts with the contracting state agency cumulatively total \$5,000 or less during the fiscal year of such agency.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
  7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation shall be allowed to find the State or any agency thereof has agreed to binding arbitration, or the payment of damages or penalties upon the occurrence of a contingency. Further, the State of Kansas shall not agree to pay attorney fees and late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect which attempts to exclude, modify, disclaim or otherwise attempt to limit implied warranties of merchantability and fitness for a particular purpose.
  8. **Representative's Authority To Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
  9. **Responsibility For Taxes:** The State of Kansas shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
  10. **Insurance:** The State of Kansas shall not be required to purchase, any insurance against loss or damage to any personal property to which this contract relates, nor shall this contract require the State to establish a "self-insurance" fund to protect against any such loss of damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.), the vendor or lessor shall bear the risk of any loss or damage to any personal property in which vendor or lessor holds title.
  11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 et seq.
  12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."

The following material was prepared by the State Board of Education. It is not a part of the RFP.

The Legislative Educational Planning Committee directed that it be provided for informational purposes.

---

TO: Legislative Educational Planning Committee

FROM: State Board of Education

SUBJECT: Professional Evaluation of School District Finance

As the Legislative Educational Planning Committee (LEPC) seeks to conduct a professional evaluation of school district finance to determine the cost of a suitable education for Kansas children, factors to be included as part of the evaluation need to be specifically determined.

2001 House Bill 2336, Section 10(e) provides for a definition of "suitable education." This definition means a curricular program consisting of the subjects and courses required under the provisions of K.S.A. 72-1101, 72-1103, and 72-1117, the courses in foreign language, fine arts, and physical education required to qualify for a state scholarship, and the courses included in the precollege curriculum prescribed by the State Board of Regents.

**72-1101. Required subjects in elementary schools.** Every accredited elementary school shall teach reading, writing, arithmetic, geography, spelling, English grammar and composition, history of the United States and of the State of Kansas, civil government and the duties of citizenship, health and hygiene, together with such other subjects as the State Board may determine. The State board shall be responsible for the selection of subject matter within the several fields of instruction and for its organization into courses of study and instruction for the guidance of teachers, principals and superintendents.

**72-1103. Required courses of instruction; graduation requirements.** All accredited schools, public, private or parochial, shall provide and give a complete course of instruction to all pupils, in civil government, and United States history, and in patriotism and the duties of a citizen, suitable to the elementary grades; in addition thereto, all accredited high schools, public, private or parochial, shall give a course of instruction concerning the government and institutions of the United States, and particularly of the Constitution of the United States; and no student who has not taken and satisfactorily passed such course shall be certified as having completed the course requirements necessary for graduation from high school.

**72-1117. Kansas history and government, required courses; duties of State Board.** (a) The State Board of Education shall provide for a course of instruction in Kansas history and government, which shall be required for all students graduating from an accredited high school in this state. (b) The State Board of Education shall prescribe the school year, not later than the 1990-91 school year, in which the requirement of subsection (a) shall become applicable and may provide for such waivers from the requirement as the Board deems appropriate.



Qualified Admissions  
Precollege Curriculum

4 units of English  
3 units of Math

3 units of Natural Science  
3 units of Social Studies  
1 unit of Computer Technology  
2 units of Foreign Language (preferred)  
1 unit of Fine or Performing Arts (preferred)

State Scholarship Program  
Precollege Curriculum

4 units of English/Language Arts  
3 units of Natural Science  
(1 each of Biology, Chemistry, and Physics)  
4 units of Math  
3 units of Social Studies  
1 unit of Computer Technology  
2 units of Foreign Language

Section 10(a) provides the following objectives be included in the evaluation and any other subjects that the LCC deem appropriate.

- A determination of the funding needed to provide a suitable education in typical K-12 schools of various sizes and locations include, but not limited to, per pupil cost.
- A determination of the additional support needed for special education, at-risk, limited English proficient pupils and pupils impacted by other special circumstances.
- A determination of funding adjustments necessary to ensure comparable purchasing power for all districts, regardless of size or location.
- A determination of an appropriate annual adjustment for inflation.


Senate Substitute for House Bill 2336 also provides that in addressing the objectives of the evaluation, consideration shall be given to the following.

- The cost of providing comparable opportunities in the state's small rural schools as well as the larger, more urban schools, including differences in transportation needs resulting from population sparsity as well as differences in annual operating costs.
- The cost of providing suitable opportunities in elementary, middle, and high schools.
- The additional costs of providing special programming opportunities, including vocational education programs.
- The additional cost associated with educating at-risk children and those with limited English proficiency.
- The additional cost associated with meeting the needs of pupils with disabilities.
- The cost of opening new facilities.
- The geographic variations in costs of personnel, materials, supplies, and equipment and other fixed costs so that districts across the state are afforded comparable purchasing power.

In addition to these requirements outlined in statute, the State Board of Education has adopted curricular standards for what students should know and be able to do in the core academic areas. Assessments have been developed based on these standards and accredited schools are required to participate in the assessment program. For this reason, the State Board believes these standards should be considered when determining essential elements to be funded in order to provide for a suitable education.

To assist the LEPC in arriving at the essential factors to be considered, the State Board of Education also offers the following.

**A. The State Board believes that the most important feature of a suitable education is the outcomes achieved by students as required through the State Board of Education accreditation regulations.**

 **B. The State Board believes that in order to achieve these outcomes, the following programs and services must be available.**

- Recruit, prepare, support, and retain a competent, caring, and qualified teacher for every classroom and leader for every school
- Meet all state and federal requirements for special education
- Provide a sufficient high school curriculum to ensure that all students have options to attend higher education or enter the work force or military
- Provide access to higher education for selected upper-level secondary students
- Ensure student and staff safety
- Provide early childhood programs
- Ensure appropriate class-size
- Provide extended learning time
- Provide technical education to students at the secondary level
- Provide technology training
- Provide library media services
- Provide foreign language
- Provide alternative school programs for selected students
- Provide fine arts
- Provide nursing services
- Provide counseling services
- Provide competitive and noncompetitive (co-curricular) activities/programs
- Provide transportation of students to and from school

## CONTRACT

This contract is made and entered into on this 22nd day of October 2001, by and between the LEGISLATIVE COORDINATING COUNCIL of the State of Kansas, hereinafter referred to as LCC and Augenblick & Myers, Inc., hereinafter referred to as CONSULTANT.

### SECTION 1. CONSULTANT RESPONSIBILITIES

CONSULTANT agrees to:

1. Designate John L. Myers, as its designated representative to exercise general direction, supervision and control over the performance of CONSULTANT's duties and responsibilities under this contract.
2. Perform a professional evaluation of school district finance in the State of Kansas to determine the cost of a suitable education for Kansas children. Such evaluation shall include a thorough study of the School District Finance and Quality Performance Act (SDFQPA), K.S.A. Ch. 72, Article 64 as amended by the 2001 legislative session, with the objective of identifying and addressing any inadequacies and inequities inherent in the SDFQPA. Such evaluation of SDFQPA, as authorized by L.2001, Ch. 215, Sec. 10, shall be performed in a good and workmanlike manner in accordance with CONSULTANT's bid Proposal, a copy of which is attached hereto marked Exhibit B and incorporated herein by reference.

A. The evaluation of the SDFQPA<sup>required</sup> by this paragraph shall include, at a minimum, the following items:

- i. Determine the funding needed to provide a suitable education in typical kindergarten through 12<sup>th</sup> grade (K-12) schools of various sizes and locations including, but not limited to, per pupil cost;
- ii. Determine the additional support needed for special education, at-risk, limited English proficient pupils, and pupils impacted by other special circumstances;
- iii. Determine funding adjustments necessary to ensure comparable purchasing power for all districts, regardless of size or location; and
- iv. Determine an appropriate annual adjustment for inflation.

B. In performing the evaluation of the SDFQPA required by this paragraph, CONSULTANT shall examine and give consideration to the following items:

- i. The cost of providing comparable opportunities in the state's small rural schools as well as the larger, more urban schools, including differences in transportation needs resulting from population sparsity as well as differences in annual operating costs;

- ii. The cost of providing suitable opportunities in elementary, middle, and high schools;
  - iii. The additional costs of providing special programming opportunities, including vocational education programs;
  - iv. The additional cost associated with educating at-risk children and those with limited English proficiency;
  - v. The additional cost associated with meeting the needs of pupils with disabilities;
  - vi. The cost of opening new facilities; and
  - vii. The geographic variations in costs of personnel, materials, supplies and equipment, and other fixed costs so that districts across the state are afforded comparable purchasing power.
3. Provide to the Special Committee on School District Finance Evaluation, hereinafter referred to as Special Committee, monthly reports which identify elements of the evaluation that have been completed, including activities undertaken and completed during the most recent reporting period and activities to be undertaken during the next month. These reports may be in written form or may be transmitted electronically, or both.
  4. Be available to meet with the Special Committee on three occasions during the course of the study at the place and times prescribed by the Special Committee and at additional times as the Special Committee determines, with the Consultant to be paid for such additional meetings on the basis of an amount per meeting as specified in the proposal, including any modification resulting from contract negotiations;
  5. Meet with the Special Committee at a place and time prescribed by the Special Committee to deliver the final report at which time the report will be explained and questions pertaining thereto will be answered; and
  6. Be available to meet with the Special Committee at mutually agreed upon times for up to six months after the project is otherwise completed, with the Consultant to be paid on the basis of an amount per meeting as specified in the proposal, including any modification resulting from contract negotiations.
  7. Schedule a minimum of three meetings at locations throughout the state for the purpose of receiving information regarding the strengths and weaknesses of the state's school finance laws.
  8. Prepare a final report which contains CONSULTANT'S findings and recommendations resulting from the evaluation required by paragraph 2 of this section and any subsequent modifications of this contract agreed to by the parties. CONSULTANT's final report shall contain a summary of the information obtained at the meetings held pursuant to paragraph 7 of this section. CONSULTANT shall submit to the Special Committee 50 copies of the final report and one additional copy suitable for reproduction and mass distribution. The final report and copies required by this section shall be presented no later than May 30, 2002.

9. Present the final report to the Kansas Legislature not later than May 30, 2002 at a time to be determined by the Special Committee, in consultation with Consultant. Consultant shall remain available to respond to questions posed by committee members or by other members of the Legislature.
10. Provide to the Special Committee and to the Governor, a report, including an executive summary, which articulates findings regarding the cost of a suitable education for Kansas children; identifies inadequacies and inequities in the current school finance system which, at a minimum, addresses the matters specified in *2001 Session Laws of Kansas*, Ch. 215, Sec. 10 (Attachment II of Exhibit B) and Exhibit B; and proposes one or more alternative school finance formulas which, if implemented, would provide for financing of a suitable education for Kansas children.
11. Comply, during the term of this contract, with all applicable local, state and federal laws, regulations and policies, including all licensing, accreditation and registration requirements and standards necessary for the performance of this contract.
12. Submit an itemized invoice for the services performed and for any travel expense incurred.
13. Pay the wages or other compensation, housing and travel expenses of any personnel employed by CONSULTANT or any persons with whom CONSULTANT subcontracts to perform services under this contract.
14. Provide workers' compensation coverage, liability insurance and all other insurance necessary for CONSULTANT's employees and for any persons with whom CONSULTANT subcontracts to perform services under this contract.
15. Preserve all of its books, documents, papers, records, and other evidence involving transactions related to this contract for a period of two years from the date of the expiration or termination of this contract. Consultant agrees to make such books, documents, papers, records, and other evidence involving transactions related to this contract available to representatives of the State of Kansas or auditors acting on behalf of the State of Kansas during the contract period and for two years thereafter. Consultant also agrees that such representatives of the State of Kansas or auditors acting on behalf of the State of Kansas will have access to and the right to examine records during the contract period and for two years thereafter. Consultant shall provide delivery of and access to such records at no cost to the State of Kansas during the contract period and for two years thereafter.
16. Warrant that all persons assigned to the performance of this contract are employees of the Consultant, or specified subcontractors approved in accordance with Paragraph 8 of Section 3, and that such persons are fully qualified to perform the work required. Consultant shall include a similar provision in any contract with any subcontractor selected to perform work under this contract. Failure of the Consultant to provide qualified staffing at the level required by the proposal specifications may result in termination of the contract.

## SECTION 2. LCC RESPONSIBILITIES

LCC agrees to:

1. Designate Ben F. Barrett, Director of Kansas Legislative Research Department, as its designated representative for purposes of communications regarding this contract and the services to be performed hereunder. This assignment may be modified at any time by LCC without advance concurrence of the parties and without advance notice, provided that notice of any change in assignment shall be provided to CONSULTANT within a reasonable time not to exceed 10 business days.

2. Pay CONSULTANT upon satisfactory completion of the work required by this contract and its acceptance by LCC or its designated representative, and receipt of an itemized billing, a sum not to exceed \$207,050.00 in accordance with the schedule shown at the bottom of revised page 19 of Exhibit B subject to the following conditions:

A. Acceptance of this contract as defined in Paragraph 6 in the form DA-146a referred to in Paragraph 4 of Section 3 below.

B. The provisions of paragraph 10 of Section 3 below.

C. The total compensation for the services to be performed shall not exceed \$207,050.00.

3. Supply to Consultant, upon request and at no charge to Consultant, such copies of Kansas laws pertaining to the financing of public education, explanatory memoranda, and centrally collected data pertaining to Kansas school financing mechanisms as required by Consultant.

4. Permit Consultant to subcontract with other qualified persons or organizations to perform services required by Consultant in the completion of Consultant's duties under this contract provided that:

A. All such subcontracts are at Consultant's sole expense; and

B. LCC shall not be obligated to pay any funds to Consultant in excess of the amount specified in paragraph 1 of Section 3 of this contract.

### SECTION 3. MUTUAL OBLIGATIONS

1. The total of all amounts paid to CONSULTANT by LCC for any reason under this contract shall not exceed the sum of \$207,050.00 unless agreed to by the parties. Furthermore the parties acknowledge that LCC is an agency of the State of Kansas, Tax Exempt No. 003-999, and that any amounts paid under this contract are exempt from Kansas sales tax pursuant to K.S.A.79-3606(b).

2. Except as otherwise provided in this paragraph, this contract constitutes the entire contract of the parties hereto and no modification hereof shall be effective except in writing as executed by all parties hereto.

3. **TERMINATION OF CONTRACT.** A. Except as provided in any of the provisions of the Contractual Provisions Attachment (Form DA-146a) referenced in paragraph 4 of this section, the LCC may terminate this contract or any part of the contract without penalty for cause or for convenience. Termination for cause shall

occur under any of the following circumstances as determined by LCC in its sole discretion:

- i. Consultant fails to make delivery of goods or services as specified in the contract;
- ii. Consultant fails to perform any of the provisions of the contract, or
- iii. Consultant fails to progress in a manner that endangers performance of this contract in accordance with its terms.

B. LCC shall provide the Consultant with written notice of the conditions endangering performance. If the Consultant fails to remedy such conditions within 15 calendar days from receipt of the notice, LCC shall issue the Consultant a directive to stop the work immediately. This notice shall constitute termination of the contract. Receipt of the notice shall be presumed to have occurred within three business days of the date of notice.

C. LCC may terminate performance under this contract in whole or in part whenever, for any reason, the LCC determines that the termination is in the best interest of the State of Kansas. In the event the LCC terminates this contract for convenience, the Consultant shall be provided written notice at least 30 days prior to the termination date. The termination shall be effective as of the date specified in the notice. The Consultant shall continue to perform any part of the work that may have not been terminated by the notice.

D. No further payment shall be due the Consultant on or after the date of termination of the contract. Any forbearance or indulgence in any other form or manner by the state shall not constitute a waiver.

4. The provisions found in Contractual Provisions Attachment form (DA-146a, Rev 1-01), which is attached hereto marked EXHIBIT A, are hereby incorporated in this contract and made a part hereof. Whenever the term "State" or "Agency" or words of like effect are used in the form DA-146a, such reference shall be deemed to apply to LCC. The term "Contractor" shall mean "CONSULTANT."

5. **TERM OF CONTRACT.** The term of this contract shall commence on October 22, 2001, and end on June 30, 2002. LCC shall promptly process any final payment.

6. **EQUIPMENT AND INSURANCE.** CONSULTANT shall provide all personnel and all insurance, if any is needed for this contract.

7. **RELATIONSHIP OF PARTIES.** During the term of this contract, it is mutually understood by the parties hereto that CONSULTANT shall be deemed to be an independent contractor and in no way is CONSULTANT an employee or agent of LCC.

8. **ASSIGNMENTS and SUBCONTRACTS.** Except as provided in paragraph 4 of Section 2, neither this contract nor the subject matter thereof nor any portion thereof may be subcontracted, sold, transferred or assigned in any manner by the CONSULTANT without first obtaining written permission from LCC or LCC's

designated representative. In the event such permission is obtained, the party to whom this contract, the subject matter thereof or any portion thereof is sold, transferred or assigned must be accepted and approved by LCC or LCC's designated representative as being qualified to perform the work required under this contract.

9. **SUCCESSORS IN INTEREST.** This contract shall be binding upon the respective parties, their successors, executors, administrators, heirs and assigns.

10. **COPYRIGHT.** The parties hereto mutually agree that no document, report or other deliverable produced in whole or in part under this contract by CONSULTANT shall be the subject of an application for copyright or patent by or on behalf of CONSULTANT.

11. **PROPERTY of LCC.** The parties hereto mutually agree that all documents, reports and other deliverables produced in whole or in part under this contract by CONSULTANT shall remain the sole property of LCC. In the event that this contract is terminated for any reason, CONSULTANT shall cease work immediately upon receipt of a notice of termination from LCC or LCC's designated representative. Furthermore, CONSULTANT shall turn over to LCC or LCC's designated representative immediately all work products and all work in progress prepared under this contract.

12. **CONFIDENTIALITY.** The parties hereto hereby mutually agree that all information, data, documents, studies and reports given to or prepared or assembled by CONSULTANT under this contract shall be deemed to be legislative documents. Such documents shall be kept confidential by CONSULTANT and none of such information, data, documents, studies and reports shall be divulged or made available, in whole or in part, by CONSULTANT, or any of CONSULTANT's employees, agents or subcontractors, to any person or organization except CONSULTANT or LCC or persons or organizations designated by LCC or LCC's designated representative to receive such information, data, documents, studies and reports.

13. **INTERPRETATION OF CONTRACT.** The parties hereto mutually agree that if any question arises concerning the interpretation of this contract, the provisions of Articles 1, 2 and 3 and Exhibit A shall prevail over any conflicting language found in Exhibit B.

14. **WAIVER.** The parties hereto mutually agree that waiver of a breach of any provision in this contract shall not constitute a waiver of any prior or subsequent breach. Each waiver shall be made in writing. Any forbearance or indulgence made in any other form or manner by the LCC shall not constitute a waiver.

15. **RIGHTS AND REMEDIES.** The parties hereto mutually agree that if this contract is terminated, the LCC, in addition to any other rights provided for in this contract or by law, may require the Consultant to transfer title and deliver to the state in the manner and to the extent directed, any completed materials. The LCC shall be obligated only for those services and materials rendered and accepted prior to the date of termination.





16. **ADDITIONAL DEFINITIONS.** (a) The parties hereto mutually agree that the terms "Special Committee on School District Finance Evaluation" and "Special Committee" shall be deemed to include the Legislative Educational Planning Committee established by K.S.A. 46-1208a and amendments thereto.

(b) The parties hereto mutually agree that the term "suitable education" as defined in L. 2001, Ch. 215, Sec. 10, also shall be deemed to include a mix of the following programs and services: student and staff safety, early childhood programs, extended learning time, alternative schools, technical education, technology training, library media services, foreign language, fine arts, nursing and counseling services, activities programs, student transportation and provision of a qualified teacher in each classroom.

17. **AMENDMENT OF CONSULTANT'S PROPOSAL.** The parties hereto mutually agree that page 19 of Consultant's Bid Proposal is hereby amended by substituting a new page 19 which changes the performance time line to coincide with the term of this contract.

Augenblick & Myers, Inc.  
(CONSULTANT)

By John L. Myers

Date 10/15/01

Legislative Coordinating Council  
(LCC)

By David Ken  
Chairman

Date 10/22/01

## CONTRACTUAL PROVISIONS ATTACHMENT

**Important:** This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

"The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 1-01), which is attached hereto, are hereby incorporated in this contract and made a part thereof."

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated.
2. **Agreement With Kansas Law:** All contractual agreements shall be subject to, governed by, and construed according to the laws of the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** Neither the State of Kansas nor any agency thereof shall hold harmless or indemnify any contractor beyond that liability incurred under the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 et seq.) (ADA) and to not discriminate against any person because of race, religion, color, sex, disability, national origin or ancestry, or age in the admission or access to, or treatment or employment in, its programs or activities; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) if it is determined that the contractor has violated applicable provisions of ADA, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.  
  
Parties to this contract understand that the provisions of this paragraph number 5 (with the exception of those provisions relating to the ADA) are not applicable to a contractor who employs fewer than four employees during the term of such contract or whose contracts with the contracting state agency cumulatively total \$5,000 or less during the fiscal year of such agency.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation shall be allowed to find the State or any agency thereof has agreed to binding arbitration, or the payment of damages or penalties upon the occurrence of a contingency. Further, the State of Kansas shall not agree to pay attorney fees and late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect which attempts to exclude, modify, disclaim or otherwise attempt to limit implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority To Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.

9. **Responsibility For Taxes:** The State of Kansas shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas shall not be required to purchase, any insurance against loss or damage to any personal property to which this contract relates, nor shall this contract require the State to establish a "self-insurance" fund to protect against any such loss of damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.), the vendor or lessor shall bear the risk of any loss or damage to any personal property in which vendor or lessor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 et seq.
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."

## **Budget**

Tables A and B, along with Table 3 from the body of the proposal, present information relevant to the budget for the study. The budget is based on the time each team member is anticipated to contribute to the project, a daily rate of pay for each team member, estimated travel costs, and ancillary costs associated with meetings.

Table 3 indicates the amount of time, by task, for individual team members. Table A shows daily rates of pay for each team member. Table B multiplies time by rate, for individuals by task, and shows travel and other costs by task. Daily rates of pay include all costs of employment, including salary, benefits, rent, supplies and materials, telecommunications, and technology. We assume an eight hour day and do not charge more than one day of time even if more than eight hours are worked in a day. We plan to spend 232 days of time for all team members; given the varying daily rates of pay for individuals, the total cost of time is \$176,300.

Travel costs are estimated at \$1,200 per person-trip, which includes airfare, hotel, meals, ground transportation, parking, mileage, and miscellaneous expenses. We can base actual reimbursement on actual expenses if so desired. We plan 23 person-trips (see Table 2) to Kansas, which means total travel costs are \$27,600.

Other ancillary expenses are related to refreshments and lunches at meetings (refreshments for half day meetings and lunches for full day meetings). Given that we plan to meet for half a day with 60 people (at \$10 per person) and meet for up to three days with 34 people (at \$25 per person per day) total other costs are \$3,150.

Together these costs total \$207,050. We would expect a payment schedule to be implemented for the study and we understand that 15 percent of the total (\$31,057.50) will be paid after acceptance of the final report. We propose that 20 percent be paid upon completion of the first two trips (late December 2001), 30 percent be paid upon receipt of the report summarizing our interviews with 60 people (mid February 2002), and 35 percent be paid after the third meeting with the Committee and once results are available from the professional judgement and successful school district analyses (mid April 2002). Therefore the payment schedule would be as follows:

<u>Payment</u>	<u>Proportion of Total</u>	<u>Amount</u>	<u>Date</u>	<u>Deliverable</u>
1	20%	\$41,410.00	late Dec. '01	First two Kansas Trips
2	30%	\$62,115.00	mid Feb. '02	Rcpt. of Interview Report
3	35%	\$72,467.50	mid April. '02	PJ and SSD Results
4	15%	\$31,057.50	late May '02	Accept Final Report



## Kansas State Department of Education

120 S.E. 10th Avenue  
Topeka, Kansas 66612-1182

July 8, 2002

TO: State Board of Education

FROM: Dale M. Dennis, Deputy  
Commissioner of Education

SUBJECT: Calculation of the Cost of a Suitable Education in Kansas in 2000-01 Using Two  
Different Analytic Approaches--Projected Implementation Costs

The Legislature employed the firm of Augenblick & Myers, Inc. (A & M) to study the adequacy of school funding in Kansas. The Legislative Coordinating council delegated the responsibilities of monitoring the work to the Legislative Planning Committee. The primary purpose of the study was to determine the funding level necessary for school districts to meet the objectives of a "suitable" education.

A & M formed a team to complete work which included the National Conference of State Legislatures (NCSL) and the Education Commission of the States (ECS). John Augenblick, John Myers, Justin Silverstein, and Anne Barkis participated in the team from A & M; David Shreve, Steve Smith, and Josiah Pettersen represented NCSL; and Michael Griffith participated from ECS.

### SUMMARY OF RECOMMENDATIONS

- Kansas should continue to use a foundation program in combination with a second tier (Local Option Budget) as the primary basis for distributing public school support.
- The foundation level (base cost) should be raised in the future to a level that would be equivalent to \$4,650 in 2000-01.
- The foundation level should be adjusted by a regional cost factor using figures from the National Center for Education Statistics until such time as the state conducts its own study.
- The foundation level should be adjusted in recognition of the higher costs associated with: (1) the operation of moderate size and small school districts; (2) the needs of students in special education programs; (3) the needs of at-risk students (based on the number of students participating in the free lunch program); and (4) the needs of bilingual students. The adjustments should be based on formulas that are sensitive to the enrollment level of school districts.
- There should be no pupil weight specifically for vocational education; rather, the cost of vocational education should be included in the base cost figure.
- The weight for students in newly opened schools should continue to be used although it should be used for three years, not two years, and the weight should decrease each year.

- School districts should be expected to contribute to the foundation program based on a property tax rate of 25 mills on assessed valuation.
- The second tier (Local Option Budget) should permit districts to raise up to 25 percent more than the revenue generated by the foundation program (based on the foundation level and the adjustments for size, special education, at-risk students, and bilingual students). The state should continue to equalize the second tier in the same manner as it does currently.
- The foundation level should be restudied every 4-6 years or when there is either a significant change in state student performance expectations or a significant change in the way education services are provided. In intervening years, the foundation level should be increased based on the work of a committee designated by the Legislature to determine an annual rate of increase, which should consider annual changes in the consumer price index (CPI) in Kansas.
- The state should continue to use its density-based formula for transportation support but include the full cost of serving students living 1.25 miles from school as part of the analysis.

## PROJECTED IMPLEMENTATION COSTS

### COMPUTATION OF BASE STATE AID PER PUPIL (BSAPP)

(Using formula below using \$4,650 base cost)

Less than 430 students	$[(430 - \text{Enrollment}) \div 10 \times .01 \times \$4,650] + \$5,923$
430 - 1,300 students	$[(1,300 - \text{Enrollment}) \div 80 \times .01 \times \$4,650] + \$5,417$
1,300 - 11,200 students	$[(11,200 - \text{Enrollment}) \div 600 \times .01 \times \$4,650] + \$4,650$
Over 11,200 students	\$4,650

Listed below is an example of the BSAPP in different enrollment categories.

<u>ENROLLMENT</u>	<u>BSAPP</u>
100	\$ 7,458
250	6,760
500	5,882
750	5,737
1,000	5,591
2,500	5,324
5,000	5,130
7,500	4,937
15,000	4,650
30,000	4,650

**ESTIMATED STATE COST: \$623,329,967**

### PUPIL WEIGHTINGS

<u>Enrollment</u>	<u>Special Need Category</u>		
	<u>Special Education</u>	<u>At-Risk</u>	<u>Bilingual</u>
100	.90	.20	.15
250	.91	.28	.15
500	.91	.44	.15
750	.92	.49	.50
1,000	.92	.52	.85
2,500	.95	.57	.86
7,500	1.05	.59	.88
15,000	1.20	.59	.91
30,000	1.50	.60	.97

#### Special Education

FORMULA: Special education weight = .90 + (enrollment x .00002)

**ESTIMATED STATE COST: \$102,897,059**

At-Risk

FORMULA: More than 200 students      At-risk weight =  $.60 - [(1,000/\text{enrollment}) \times .08]$   
 Less than 200 students      At-risk weight = .20

**ESTIMATED STATE COST: \$270,333,813**

Bilingual

FORMULA: Bilingual weight = .15 for districts with less than 500 students  
 Bilingual weight =  $.15 + [.0014 \times (\text{enrollment} - 500)]$  for districts with between  
 500 and 1,000 students  
 Bilingual weight =  $.85 + [.000004 \times (\text{enrollment} - 1,000)]$  for districts with more  
 than 1,000 students

**ESTIMATED STATE COST: \$33,465,190**

New Facilities

The increase in new facilities weighting is a result of the increase in the BSAPP.

**ESTIMATED STATE COST: \$2,160,664**

**TRANSPORTATION**

Reduction of mileage limitation from 2.5 to 1.25 miles from home to school.

**ESTIMATED STATE COST: \$20,000,000**

**ENROLLMENT WEIGHTING**

**REDUCTION IN STATE AID: (\$301,095,456)**

**ELIMINATION OF VOCATIONAL WEIGHTING**

**REDUCTION IN STATE AID: (\$25,421,336)**





**CALCULATION OF THE COST OF A SUITABLE  
EDUCATION IN KANSAS IN 2000-2001 USING  
TWO DIFFERENT ANALYTIC APPROACHES**

Prepared for  
Legislative Coordinating Council

Prepared by  
John Augenblick  
John Myers  
Justin Silverstein  
Anne Barkis  
of  
**Augenblick & Myers, Inc.**

May, 2002

May 30, 2002

## INTRODUCTION

1. The report you will be discussing today is the product of a seven month effort by Augenblick & Myers, Inc. (A&M) to study the adequacy of school funding in Kansas. The primary purpose of the study was to determine the funding level necessary for school districts to meet the objectives of a suitable education.
2. A&M was selected based on a competitive RFP process. The contract, which was signed on October 22, 2001, was for a total of \$207,050.
- ~~3. A&M formed a team to do the work, which included the National Conference of State Legislatures (NCSL) and the Education Commission of the States (ECS).~~
4. We agreed to do undertake several tasks as part of the work.
  - Use two methodologies as the basis of estimating the cost of a suitable education. One methodology was the "successful school district" approach. The other was the "professional judgment" approach.
  - Meet with about 60 people to better understand people's views of the school finance system.
  - Review the structure of the Kansas school finance system and examine a number of ancillary issues, including transportation, ways to make year-to-year adjustments, and the use of a regional cost adjustment.
  - Make recommendations about changes in the structure of the system and the parameters used to distribute funds on the basis of our review of the system, what we learned from our interviews, and our studies of the cost of a suitable education.
  - Meet with the Committee on several occasions and make monthly progress reports.
5. We spent a considerable amount of time in the state over the last several months.
  - We conducted interviews on November 13, 2001 in Topeka, on December 4, 2001 in Hays, and on January 8, 2002 in Wichita.
  - We met with people in connection with the professional judgment approach in Salina on December 4-5, 2001, in Wichita on January 8-9, 2002, and in Topeka on March 13, 2002.
  - We met with the Committee in Topeka on November , 2001, in Wichita on January 8, 2002, and in Topeka on March 12, 2002.

## INTRODUCTION (Continued)

6. We interviewed 59 people and met with 47 people as part of the professional judgment approach. Interviewees were identified by the Legislative Education Planning Committee (LEPC) and the Kansas State Department of Education. Of the 97 people we invited for interviews, some were unable to attend due to scheduling conflicts, travel difficulties, and other factors that made it impossible for them to meet with us. Once we identified the characteristics of the individuals we wanted to serve on the professional judgment panels (in terms of role, experience, and expertise), we sought advice from KSDE and the LEPC about people who might serve. We also conducted phone interviews with several people and met with ~~several agency employees in Topeka.~~
7. At one time or another John Augenblick, John Myers, Justin Silverstein, and Anne Barkis of A&M, David Sheve and Josiah Pettersen of NCSL, and Michael Griffith of ECS were in Kansas as part of this effort.
8. We want to thank Ben Barrett and Carolyn Rampey for their help in gathering background information, making arrangements, and coordinating our work with the LEPC. We also want to thank Dale Dennis, Veryl Peter, and Tamara Milligan for getting us the data we needed.
9. The remainder of this meeting is organized as follows:
  - David Shreve will briefly describe the current school finance system.
  - Anne Barkis will discuss the interviews.
  - David Shreve will provide some background information about other states and how they are approaching the question of adequacy in school finance.
  - John Myers will discuss the definition of a suitable education.
  - Justin Silverstein will describe the successful school district approach.
  - Justin Silverstein and Anne Barkis will discuss the professional judgment approach.
  - John Augenblick will present A&M's findings and recommendations.
  - John Myers will coordinate responses to the Committee's questions.

## THE KANSAS SCHOOL FINANCE SYSTEM

1. The current school finance system was enacted in 1992, replacing another approach that had been in place for two decades.
2. The primary components of the system are a foundation program and a second tier.
  - The purpose of the foundation program is to assure that a specific amount of revenue is available for all students (base state aid); that additional revenue is available for students with special needs (special education, students from low income families, and bilingual students) or for districts with certain cost-related characteristics (particularly enrollment level based on low enrollment weighting and correlation weighting), and that property tax rates are essentially uniform across the state.
  - The purpose of the second tier, or Local Option Budget (LOB), is to equalize the ability of school districts to generate a limited amount of revenue above the foundation program.
  - The general structure of the system is designed to be sensitive to the needs of school districts and to wealth differences across districts, which means it meets the criteria necessary to promote inter-district fiscal equity and taxpayer equity.
3. In 2001-02 the system had a foundation level, or base, of \$3,820 and student weights were used to adjust the base for at-risk students (using a weight of .09 for students who are eligible for the federal free lunch program), bilingual students (using a weight of .20), the full-time equivalent of students participating in vocational programs (using a weight of .50), and the number of students enrolled in a newly opened school (using a weight of .25). The low enrollment weight provided a sliding scale of adjustments for districts with fewer than 1,750 students, with the adjustment rising as district size decreased. School districts were required to make a 20 mill tax effort to generate their share of foundation program costs.
4. The second tier had a revenue limit of 25 percent of the foundation level and state aid was provided to districts with per student property wealth less than the 75<sup>th</sup> student weighted percentile of all districts.

### THE KANSAS SCHOOL FINANCE SYSTEM (Continued)

5. State aid for special education was allocated on the basis of the number of teachers and approved para-professionals determined to be needed after subtracting allowances for catastrophic aid (the state pays 75 percent of the cost of services over \$25,000) and for teacher travel, student transportation, and a portion of maintenance expenses for children away from home.
- ~~6. The state also contributes to the Kansas Public Employee Retirement System on behalf of educators based on the amount required to keep the system actuarially sound and an expected individual contribution.~~
7. The state provided support for transportation based on a density-cost graph that plots the relationship between eligible expenditures (primarily based on the cost of providing services to students living more than 2.5 miles from school) and the population density of school districts.
8. The state contributed support to several targeted programs, including parental education, in-service education, and summer school (some of which are based on competitive grants or require local matching funds).
9. In 2000-01, it is estimated that school districts spent about \$3.457 billion for all purposes, or about \$7,735 per student (based on a count of 446,970 students including at-risk four year olds). Of this amount, \$2.277 billion came from the state, \$.933 billion came from local sources, and .247 billion came from the federal government. A portion of these expenditures were for purposes unrelated to basic purposes (instruction, support, administrative, and the operation of facilities), including capital outlay and debt service, transportation, food services, community services, and adult education. Basic expenditures were about \$2.837 billion, or \$6,347 per student.

## THE STRENGTHS AND WEAKNESSES OF THE KANSAS SCHOOL FINANCE SYSTEM

### Based on Surveys and Interviews Conducted by A&M in Kansas

1. One component of the our work was to conduct interviews with a set of people concerning their views about the Kansas school finance system. The interviews were not organized to learn what the opinion of the general public was about school funding – a random sample of Kansas citizens was not selected to respond to a survey focused on the implications of school funding for the average citizen. Rather the effort was designed to identify the strengths and weaknesses of the funding system based on the views of people who were generally familiar with schools, and the way they are funded.
2. Of the 59 interviewees, seven were school board members, 21 were school or school district administrators, 12 were teachers or other certificated personnel, and 19 were members of the business community, parents, or other people with knowledge of schools and their funding but not employed by the public schools.
3. The meetings with interviewees were scheduled for four hours. We gave a questionnaire to all interviewees to fill out prior to a group discussion.
4. Based on the questionnaire and the group interviews, we determined that the school finance system had a variety of strengths and weaknesses.
5. Strengths
  - Most participants understood the concept of the foundation program approach and agreed with its philosophical objectives.
  - Interviewees were comfortable with the use of pupil weights as a way of recognizing the higher cost of certain programs, such as bilingual education, or school district characteristics, such as enrollment level.
  - Participants generally favored the concept of the Local Option Budget as a way to give school districts an opportunity to generate revenue above the foundation program. They felt that the availability of state aid for the LOB was an important determinant of voter approval of higher tax effort and that the more state aid was available for that purpose, the greater the likelihood that local funds would also be provided.
  - Interviewees supported the state's approach to providing aid for facilities and they liked the concept of providing additional aid when new schools were opened.

### STRENGTHS AND WEAKNESSES (Continued)

- People like the approach the state uses to allocate aid for transportation.
- Participants felt that teachers were well qualified and competent. No one expressed any reservations about teacher qualifications other than the difficulty in recruiting teachers in certain subject or specialty areas and the increasing problem of retaining highly qualified people.

#### 6. Weaknesses

- The vast majority of participants felt that the foundation level, one of the primary determinants of the amount of state aid received by school districts, was too low. Many people also felt that the local contribution required to support the program (20 mills on local property value) was too low.
- Most people thought the pupil weights for at-risk students and for bilingual students were too low. Many participants felt that a proxy measure different from participation in the free lunch program should be used to estimate the count of at-risk students. Many people thought the adjustments for small district size and large district size were too low although, for the most part, these views reflected the size of districts where participants worked or lived.
- Some people felt that the LOB no longer worked the way it was originally designed to work, primarily because their perception was that the combination of the foundation program and the LOB was required to assure adequate revenues. A few people thought there should be no cap on the LOB.
- Many participants felt that the 2.5 mile rule used to determine eligible transportation expenditures should be reduced.
- Few interviewees supported the way the state provides support for special education.

#### 7. Suggestions

- 48 of the 56 people who thought the foundation level was too low suggested that a more appropriate amount would be about \$4,950. If the foundation level is increased, the local contribution should be raised.



**STRENGTHS AND WEAKNESSES (Continued)**

- 46 of the 55 people who felt that the weight for at-risk students was too low and would raise it to .39.
- Keep the LOB at its current level as long as the foundation level is increased.
- Change the way the state funds special education and use either a weighted pupil approach or reimburse districts for a portion of their actual expenditures.
- About 81 percent of participants felt that the state should require districts to set aside time for professional development.
- A vast majority of participants believed that the state should provide support for early childhood programs, school libraries, school nurses, technology training, and alternative schools while a large majority of people felt the state should provide support for a longer school year and a majority thought the state should provide support for extra-curricular activities and a longer school day for students.
- We heard numerous comments about the definition of a suitable education, many of which suggested that the state should focus almost all of its attention on student performance while reducing the emphasis on specific courses, programs, and services.

## HOW OTHER STATES HAVE DEALT WITH THE "ADEQUACY" ISSUE

1. Kansas, like many other states and the federal government, is implementing a "standards-based" approach as part of an effort to improve student performance. In simple terms, the standards-based approach requires a state to do three things: (1) specify its expectations for student performance; (2) develop procedures to measure how well students are meeting those expectations; and (3) hold providers of education services (school districts, schools, teachers, and so on) accountable for student performance.
2. The logic of the standards-based approach to education improvement implies that a state will assure that sufficient resources are available so that school districts can reasonably be expected to meet state standards.
3. Kansas, like most states, uses the foundation program concept as the basis for allocating the majority of state aid to school districts. The foundation level, or base cost, is the primary determinant of the level of support, along with adjustments for students with special needs or other uncontrollable factors that affect the cost of providing services. In many states, the foundation level has no "meaning" – it simply reflects a number that assures that the state spends no more than the revenue the legislature has appropriated.
4. In order to link the accountability system, and state standards, to the finance system, the foundation level needs to mean something – it should reflect the amount of money that should be spent on a student with no special needs, attending school in a district with no special circumstances, if that student is going to meet state standards.
5. In the past few years, some states have begun to develop new approaches to calculating the base cost that are designed to reflect the cost of fulfilling a particular set of services or a particular level of performance, or both, so that the base cost has a meaning beyond simply reflecting available revenue. In some cases, states have been required to do this as a result of litigation.
6. Several methodologies have been developing to help estimate the cost of meeting state standards.
  - The "successful school district" approach evolved in Ohio and is based on the assumption that the base cost figure can be inferred from an examination of the basic spending of school districts that meet state standards.

### OTHER STATES AND ADEQUACY (Continued)

- The "professional judgment" approach was initially used in Wyoming and is based on the assumption that experienced educators can specify the resources prototype schools need in order to meet state standards, the cost of which is the base cost figure.
  - The "comprehensive school reform" approach has only been used in New Jersey and assumes that if a model education program can be found that fulfills state expectations -- such as one of those developed by the New American Schools Development Corporation (for example, Modern Red Schoolhouse), a charter school program, or an approach developed by a private company (for example, Edison) -- the cost of that model is the base cost.
  - The "statistical model", which has been used only by academics, assumes that the base cost can be inferred from analysis of the relationships between student characteristics, attributes of service delivery, spending, and student performance.
7. Each of these approaches has strengths and weaknesses -- no approach has yet emerged that is perfect in all respects -- that is, is easy to undertake, has a reasonable cost, requires a limited amount of information, addresses not only the base cost issue but also the adjustments for cost-related factors, is easy to understand, and is accepted by most people. However, the successful school district and professional judgment approaches have been used more widely because they do not require state policymakers to accept a particular approach to providing education services, they are relatively easy to understand, and the results they produce are consistent with people's expectations.
  8. Several states have used versions of the successful school district approach -- including Illinois, Mississippi, New Hampshire, and Ohio -- to investigate, or set, the foundation level. Several states have used the professional judgment approach -- including Oregon, South Carolina, Wisconsin, and Wyoming for the same purpose.
  9. Maryland used both approaches without being required to do so by litigation and enacted a new school finance system this year that incorporates a base cost figure that came from studies specifically undertaken by a legislative commission to study the cost of meeting state standards. Those studies were done by A&M for the Thornton Commission.

## Appendix B Suitable Education Defined

### Required Subjects in Elementary Schools

Every accredited elementary school shall teach:

Reading	Writing
Arithmetic	Geography
Spelling	English Grammar and Composition
Health and Hygiene	History of the U.S. and State of Kansas
Civil Government, Patriotism, and the Duties of Citizenship	

### Qualified Admissions Pre-College Curriculum

**English (4 Units)** Students must take at least one unit of English for each year of high school. Although students are encouraged to take courses in journalism, speech, drama/theatre, and/or debate in addition to the English requirement, these courses cannot fill any part of the English requirement.

**Natural Science (3 Units)** Students must take three units chosen from the following courses: Biology, Advanced Biology, Physical/Earth/Space Science/General Science, Chemistry, Physics (at least one unit must be in Chemistry or Physics). There are other courses that may substitute for some of these. Students are encouraged to take one additional unit of science chosen from the previously mentioned courses.

**Mathematics (3 Units)** Students must take one unit each of: Algebra I, Algebra II, and Geometry. If a student completes any of the required math courses in middle school or junior high school, it can count toward the math requirement for Qualified Admissions. Completion of both applied mathematics I and II can be substituted for Algebra I only. Students are strongly encouraged to take a mathematics course every year of high school.

**Social Sciences (3 Units)** Students must complete the following: one unit of U.S. History, and one-half unit of U.S. Government; one unit selected from: Psychology, Economics, Civics, History, Current Social Issues, Sociology, Anthropology, Race and Ethnic Group Relations, or Geography; one-half unit selected from World History, World Geography, or International Relations. All high schools (public or private) must provide a course of instruction concerning the government and institutions of the U.S., and particularly of the Constitution of the United States. The State Board of Education will

## Appendix B

also provide a course of instruction in Kansas History and Government, which shall be required for all students graduating from an accredited high school in the state.

**Computer Technology (1 Unit)** Students are required to have one unit of computer technology. At some school students may fulfill this requirement by passing a proficiency examination.

### Requirements for the State Scholarship Program that differ from the pre-college curriculum

**Foreign Language (2 Units)** This requirement is in addition to all requirements listed above for the Qualified Admissions Pre-College curriculum.

### A Suitable Education Must Also Include:

Vocational Education

And a mix of the Following Programs and Services:

Student and Staff Safety  
Extended Learning Time  
Technical Education  
Library Media Services  
Fine Arts  
Activities Programs  
Qualified Teachers

Early Childhood Programs  
Alternative Schools  
Technical Training  
Foreign Language  
Nursing and Counseling Services  
Student Transportation

### Outcomes:

In addition to the inputs represented by the required courses described above, a suitable education should also yield the following outcomes **in five years**:

On statewide assessment scores in reading,

70% of 5<sup>th</sup> graders must score Satisfactory or above;  
65% of 8<sup>th</sup> graders must score Satisfactory or above; and  
60% of 11<sup>th</sup> graders must score Satisfactory or above.

And on statewide assessment scores in math,

65% of 4<sup>th</sup> graders must score Satisfactory or above;  
60% of 7<sup>th</sup> graders must score Satisfactory or above; and  
55% of 10<sup>th</sup> graders must score Satisfactory or above.

**THE SUCCESSFUL SCHOOL DISTRICT APPROACH TO  
DETERMINING THE COST OF A SUITABLE EDUCATION IN KANSAS**

1. The successful school district approach examines the spending of districts that have been found to already be providing a suitable education.
2. It identifies these districts through the QPA accreditation system and test scores on reading and math tests.
  - The tests used were the 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade reading tests and the 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grade math tests.
  - Districts had to either be at the standard on five of the six tests or meet a set of criteria that showed they would meet it in the five year period.
3. We examined only the basic expenditures of successful districts. These expenditures represent the spending on an "average" student. Basic expenditures exclude expenditures for special education, at-risk education, bilingual education, transportation, food service, and capital expenditures.
4. Eight-five districts were determined to be successful districts under this approach. The 85 districts had average base spending per pupil of \$4,547 with a range from \$3,112 to \$5,351.
5. The average for all 304 Kansas districts was \$4,365 with a range from \$3,022 to \$7,785.
6. The average for the 219 districts that did not meet the successful school district success standard was \$4,282 or about six percent lower than the 85 districts identified as successful.

## THE PROFESSIONAL JUDGMENT APPROACH TO DETERMINING THE COST OF A SUITABLE EDUCATION IN KANSAS

1. In its simplest form, the professional judgment approach uses a panel of well-qualified people to identify the resource needs of prototype elementary, middle, and high schools with a particular set of characteristics.
2. Based on our experience using the professional judgment approach in other states, we felt that it was best to use multiple panels of people each of which had different responsibilities: (1) school panels, which focused exclusively on estimating the resource needs of prototype schools; (2) district panels, which reviewed the work of the school panels and estimated the resource needs of prototype school districts; and (3) an "expert" panel that reviewed the work of the district panels, discussed resource prices, and examined cost figures.
3. We created four sizes of prototype schools and school districts based on our analysis of the distribution of the state's 446,970 students in 1,426 schools, in 304 districts (see table with characteristics).
4. We created four prototype school panels. Because we felt that the moderate size school district might be particularly important, we had two separate panels focus their attention on schools associated with that size school district. Because we felt that it would be relatively easy to focus on the resource needs of small school districts, we had a single panel deal with the very small and small size school districts. Finally, a single panel focused attention on the needs of schools in the large school district. The panels identified the resource needs of schools based on the characteristics of the schools and the definition of suitable education (see description).
5. We created two prototype school district panels, one of which focused on the two small school districts and one of the moderate size districts while the other focused on the large school district and the other moderate size district. These panels reviewed the work of the prototype school panels and identified district level resource needs.
6. The expert panel selected one of the two resource models that had been developed by the prototype school and school district panels for moderate size school districts, modified some resources to make them somewhat more consistent from school to school, and suggested changes in the prices we had used to estimate costs.

### THE PROFESSIONAL JUDGMENT APPROACH (Continued)

7. Some things should be kept in mind about the work of the panels.
  - Personnel were determined in full-time equivalent terms – they reflect the resource needs of schools not the way schools may be organized to deliver services.
  - We asked panels to distinguish, as best they could, the extra resources that students with special needs might require – this often results in some ~~resources being included as basic resources~~ since most students with special needs are not treated separately.
  - We asked panels to be as precise as they could be – but precision should not be over-interpreted; that is, panel members found it difficult to precisely link resources to performance expectations.
  - Many of the panels wanted to use full-time teachers as substitute teachers rather than using a pool of people.
  - Some activities are covered by the specified resources without being addressed separately – for example, the panels felt that programs for gifted/talented students could be provided in all schools without requiring additional resources or without distinguishing such resources.
  - We treated each group of students with special needs as if they were independent while, in reality, there may be cross-over among groups that leads to some double counting of resources.
8. Once the panels had specified the number of personnel they felt were needed for basic programs, for programs for students with special needs, and for other programs (pre-school, after school, summer school, etc.), we had to set prices for personnel based on salary and benefit rates in 2000-01.
  - We used different salary levels for people with different job titles.
  - We used different salary levels for small, moderate, and large districts since actual salaries vary by size.
  - We used statewide average salary figures because, despite many discussions about the need for higher salaries to attract and retain teachers (particularly those with specific qualifications or those in small, rural districts), our comparison of salaries in Kansas to those in surrounding states did not demonstrate that an adjustment was needed (see salary comparison table).
  - We used a benefit rate of 20 percent for all personnel.



### THE PROFESSIONAL JUDGMENT APPROACH (Continued)

9. Given that the panels expected teachers to be paid for five days beyond the typical contract year for professional development (current contracts may be for 185 days, which includes some time beyond student contact days, although the amount of time and the use of time varies across school districts), we developed a daily rate for such time. Our rate, \$201 per day, is the average teacher salary paid in large districts divided by 185.
10. Prices for technology reflect our best estimate of such costs based on work done at ~~the Education Commission of the States~~ and conversations with people in Kansas and other states. We assume that technology is replaced every four years so when we estimated technology costs, we multiplied quantities of technology by price and divided by four.
11. Several attached tables show school level and district level costs.

# CHARACTERISTICS OF PROTOTYPE SCHOOLS AND SCHOOL DISTRICTS

	<u>Very Small</u>	<u>Small</u>	<u>Moderate</u>	<u>Large</u>
Range in Enrollment	□324	325-555	556-3,600	□3,600
<u>Size of Prototype District</u>	200	430	1,300	11,200
<u>Size of Prototype School</u>				
Elementary	140	150	200	430
Middle	-	-	300	430
High School	60	130	400	1,150
<u>Number of Prototype Schools</u>				
Elementary	1	2	3	12
Middle			1	6
High School	1	1	1	3
Proportion of Students in Special Education	14%	14%	13%	14%
Proportion of Students Eligible for Free/Reduced Price Lunch	35%	35%	29%	36%
Proportion of Bilingual Students	2%	2%	3%	4%

TABLE IV-7

**PRICES FOR PROTOTYPE RESOURCE ELEMENTS  
AND COMPONENTS BY SIZE OF SCHOOL DISTRICT  
(WHERE APPLICABLE, OTHERWISE USE MODERATE)**

<u>Resource Element</u>	<u>Size of District</u>		
	<u>Small</u>	<u>Moderate</u>	<u>Large</u>
<b>(1) Salary Levels (2001-2002)</b>			
Classroom Teacher	\$32,623	\$35,078	\$37,183
Other Teacher	\$32,623	\$35,078	\$37,183
Librarians/Media Specialist	\$38,573	\$41,476	\$43,965
Technology Specialist	\$41,302	\$44,410	\$47,075
Guidance Counselor	\$41,667	\$44,803	\$47,491
Nurse	\$32,538	\$34,987	\$37,086
Psychologist	\$42,461	\$45,657	\$48,397
Aide	\$14,880	\$16,000	\$16,960
Clerical/Data	\$21,550	\$23,172	\$24,562
Principal	\$54,805	\$58,930	\$62,466
Assistant Principal	\$43,844	\$47,144	\$49,973
Superintendent	\$68,468	\$75,239	\$86,525
Assistant Superintendent	\$59,361	\$65,232	\$75,017
Supervisor/Coordinator/Director	\$54,295	\$59,665	\$68,615

**(2) Substitute Teacher**

Same cost as teacher

**(3) Personnel Salary Benefit Rate = 20% of salary****(4) One Day of Professional Development = \$201**

TABLE IV-7 (Continued)

## (5) Technology

Computer	\$1,571
Printer (Inkjet)	\$168
Printer (Laser)	\$729
TV/VCR	\$1,626
Scanner	\$598
Digital Video Camera	\$1,699
Digital Camera	\$931
Video Editing Complex	\$3,000
Projector	\$3,175
DVD-ROM Tower	\$5,000
Laptop	\$2,207
Server	\$4,000
Smart Board	\$3,175

TABLE IV-9A

**SCHOOL LEVEL COSTS FOR A SCHOOL  
DISTRICT OF A SPECIFIC SIZE BASED ON  
THE WORK OF THE PROTOTYPE PANELS**

**Very Small School District**

	<u>Elementary School</u>	<u>High School</u>	<u>Combined</u>
<b>(1) <u>Base Spending*</u></b>			
Basic**	\$4,993	\$8,352	\$6,041
Prof. Devel.	\$109	\$161	\$125
Technology	\$309	\$483	\$363
<u>Other Prog.</u>			
Full-Day K	\$140	\$0	\$96
Prnt. as Tchr.	\$97	\$0	\$67

**(2) Spending for Special  
Student Populations\*\*\***

Special Educ.	\$7,398	\$7,413	\$7,403
<u>At-Risk</u>			
Base	\$852	\$695	\$803
Pre-K	\$1,204	\$0	\$828
After School	\$352	\$0	\$242
Summer	\$47	\$42	\$46
Bilingual	\$595	\$1,786	\$967

\* Costs are shown per pupil in school.

\*\* Basic base spending includes school level personnel salaries and benefits, supplies and materials, assessment, and other expenditures.

\*\*\* Costs are shown per pupil in the program.

Note: Combined figures are based on the following statewide proportions of students: elementary (K-8), 68.8% and high school (9-12), 31.2%.

TABLE IV-9B

**SCHOOL LEVEL COSTS FOR A SCHOOL  
DISTRICT OF A SPECIFIC SIZE BASED ON  
THE WORK OF THE PROTOTYPE PANELS**

**Small School District**

	<u>Elementary School</u>	<u>High School</u>	<u>Combined</u>
<b>(1) <u>Base Spending*</u></b>			
Basic**	\$4,584	\$6,479	\$5,175
Prof. Devel.	\$101	\$138	\$113
Technology	\$314	\$415	\$346
<u>Other Prog.</u>			
Full-Day K	\$130	\$0	\$90
Prnt. as Tchr.	\$91	\$0	\$63
<b>(2) <u>Spending for Special Student Populations***</u></b>			
Special Educ.	\$6,739	\$7,280	\$6,908
<u>At-Risk</u>			
Base	\$751	\$2,177	\$1,196
Pre-K	\$1,113	\$0	\$766
After School	\$325	\$0	\$224
Summer	\$44	\$38	\$42
Bilingual	\$595	\$1,946	\$1,017

\* Costs are shown per pupil in school.

\*\* Basic base spending includes school level personnel salaries and benefits, supplies and materials, assessment, and other expenditures.

\*\*\* Costs are shown per pupil in the program.

Note: Combined figures are based on the following statewide proportions of students: elementary (K-8), 68.8% and high school (9-12), 31.2%.

TABLE IV-9C

**SCHOOL LEVEL COSTS FOR A SCHOOL  
DISTRICT OF A SPECIFIC SIZE BASED ON  
THE WORK OF THE PROTOTYPE PANELS**

**Moderate Size School District**

	Elementary School	Middle School	High School	Combined
<b>(1) <u>Base Spending*</u></b>				
Basic**	\$4,478	\$4,980	\$5,603	\$4,915
Prof. Devel.	\$98	\$92	\$114	\$102
Technology	\$332	\$291	\$291	\$312
<u>Other Prog.</u>				
Full-Day K	\$329	\$0	\$0	\$170
<b>(2) <u>Spending for Special Student Populations***</u></b>				
Special Educ.	\$8,537	\$7,807	\$5,495	\$7,462
<u>At-Risk</u>				
Base	\$2,164	\$2,564	\$1,623	\$2,064
Pre-K	\$1,103	\$0	\$0	\$569
Mentor	\$322	\$351	\$0	\$227
After School	\$478	\$392	\$611	\$505
Summer	\$0	\$62	\$16	\$16
Bilingual	\$5,318	\$6,996	\$5,263	\$5,590

\* Costs are shown per pupil in school.

\*\* Basic base spending includes school level personnel salaries and benefits, supplies and materials, assessment, and other expenditures.

\*\*\* Costs are shown per pupil in the program.

Note: Combined figures are based on the following statewide proportions of students: elementary (K-5), 51.6%, middle school (6-8), 17.2%, and high school (9-12), 31.2%.

TABLE IV-9D

**SCHOOL LEVEL COSTS FOR A SCHOOL  
DISTRICT OF A SPECIFIC SIZE BASED ON  
THE WORK OF THE PROTOTYPE PANELS**

Large School District				
	Elementary School	Middle School	High School	Combined
<u>(1) Base Spending*</u>				
Basic**	\$4,066	\$4,748	\$4,347	\$4,271
Prof. Devel.	\$92	\$91	\$84	\$89
Technology	\$251	\$272	\$246	\$253
<u>Other Prog.</u>				
Full-Day K	\$215	\$0	\$0	\$111
<u>(2) Spending for Special Student Populations***</u>				
<u>Special Educ.</u>				
Basic	\$10,068	\$9,772	\$7,540	\$9,228
Pre-K	\$2,399	\$0	\$0	\$1,238
Summer	\$46	\$46	\$33	\$42
<u>At-Risk</u>				
Base	\$1,388	\$1,378	\$1,469	\$1,411
Pre-K	\$945	\$0	\$0	\$488
After School	\$451	\$451	\$166	\$362
Summer	\$22	\$22	\$15	\$20
Bilingual	\$4,616	\$7,011	\$4,297	\$4,928

\* Costs are shown per pupil in school.

\*\* Basic base spending includes school level personnel salaries and benefits, supplies and materials, assessment, and other expenditures.

\*\*\* Costs are shown per pupil in the program.

Note: Combined figures are based on the following statewide proportions of students: elementary (K-5), 51.6%, middle school (6-8), 17.2%, and high school (9-12), 31.2%.



TABLE IV-10

**DISTRICT LEVEL COSTS AND TOTAL COSTS FOR  
SCHOOL DISTRICTS OF VARYING SIZE BASED  
ON THE WORK OF THE PROTOTYPE PANELS**

	Size of School District			
	<u>Very Small</u>	<u>Small</u>	<u>Moderate</u>	<u>Large</u>
<b>(1) <u>District Level Spending</u></b>				
Administration*	\$1,019	\$616	\$353	\$389
Plant M&O*	\$620	\$784	\$775	\$417
Other*	\$250	\$175	\$56	\$281
<u>Spec. Need Stu.</u>				
Special Ed.**			\$269	\$1,582
At-Risk**			\$12	\$297
Bilingual**	\$250	\$250		\$315
<b>(2) <u>Total Spending</u></b>				
<u>Base Spending*</u>				
School Level	\$6,692	\$5,786	\$5,499	\$4,724
District Level	\$1,889	\$1,575	\$1,184	\$1,087
<b>Total Base Cost</b>	<b>\$8,581</b>	<b>\$7,361</b>	<b>\$6,683</b>	<b>\$5,811</b>
<u>Added Cost of Spec. Need Stu.**</u>				
Special Ed.	\$7,403	\$6,908	\$7,731	\$12,090
At-Risk	\$1,919	\$2,228	\$3,392	\$2,578
Bilingual	\$1,217	\$1,267	\$5,590	\$5,993

\* Costs are per all pupils.

\*\* Costs are per pupil with the special needs identified.

**EXPLAINING THE DIFFERENCE BETWEEN THE BASE COST  
FIGURES ASSOCIATED WITH THE PROFESSIONAL JUDGMENT  
APPROACH AND THE SUCCESSFUL SCHOOL DISTRICT APPROACH**

1. There are philosophical differences that make it difficult to compare the figures (\$4,547 for the successful school district approach and \$5,811 for the professional judgment approach – a \$1,264 difference).

- It is possible that the successful school district approach underestimated costs because the districts identified as being successful did not meet all of the attributes of a suitable education and they would have had to spend more to do so.
- It is also possible that the professional judgment panels overestimated the resources needed to fulfill the components of a suitable education since participants were not Machiavellian but, rather, wanted all students to meet state performance goals.

2. There are also a variety of factors that actually explain all, or more, of the difference.

- The key ingredients that might explain the variation include: the numbers of people employed, the salaries and benefits paid to those people, the costs of supplies and materials, and the costs of special, supplementary programs (such as summer school or full-day kindergarten).
- For personnel:
  - In 2000-01 there were about 58,700 people employed in the public schools (excluding employees related to transportation or food services), which included 32,100 teachers, 7,500 aides, 5,100 plant maintenance and custodial workers, and 14,000 other support (such as guidance counselors, nurses, and clerical workers) and administrative personnel.
  - Given that the successful school districts identified by the successful school district approach spent about six percent more than unsuccessful school districts, we believe that about 62,200 personnel would have been needed statewide if all school districts

## EXPLAINING THE COST OF THE TWO ADEQUACY APPROACHES (Continued)

looked like successful ones. On the basis of the professional judgment approach, the state would have had to have employed 79,400 people, including 40,100 teachers, 14,900 aides, 5,400 plant maintenance and custodial workers, and 19,000 support and administrative personnel.

□ Putting these figures together, the professional judgment approach envisions about 17,200 more employees than the successful school district approach (including about 6,100 teachers and 7,000 aides)

- As far as salary is concerned, we did not adjust the statewide average salary figures we used as a result of the comparison we made between Kansas and its neighboring states.
- We used a 20 percent benefit level, which we think was about average.
- Assuming average compensation of \$28,000 for all of the employees needed, the cost would be \$1,077 per student.
- We have no basis of comparing supplies and materials. While we think the professional judgment panel technology costs are relatively high, we cannot compare the cost to actual spending for that purpose.
- The two programs included in the professional judgment approach that we do not think are provided fully by average school districts or by successful school districts are professional development and full-day kindergarten. These programs cost \$97 and \$132 per pupil when costs are spread across all students. In the case of full-day kindergarten, we understand that about one third of all students participate in such a program so the added cost should be about \$88 per student. The sum of these figures (\$185) explains almost all of the amount (\$187) not explained by personnel.

## SUMMARY OF RECOMMENDATIONS

- ☐ Kansas should continue to use a foundation program in combination with a second tier (Local Option Budget) as the primary basis for distributing public school support.
- ☐ The foundation level (base cost) should be raised in the future to a level that would be equivalent to \$4,650 in 2000-01.
- ☐ The foundation level should be adjusted by a regional cost factor using figures from the National Center for Education Statistics until such time as the state conducts its own study.
- ☐ The foundation level should be adjusted in recognition of the higher costs associated with: (1) the operation of moderate size and small school districts; (2) the needs of students in special education programs; (3) the needs of at-risk students (based on the number of students participating in the free lunch program); and (4) the needs of bilingual students. The adjustments should be based on formulas that are sensitive to the enrollment level of school districts.
- ☐ There should be no pupil weight specifically for vocational education; rather, the cost of vocational education should be included in the base cost figure.
- ☐ The weight for students in newly opened schools should continue to be used although it should be used for three years, not two years, and the weight should decrease each year.
- ☐ School districts should be expected to contribute to the foundation program based on a property tax rate of 25 mills on assessed valuation.
- ☐ The second tier (Local Option Budget) should permit districts to raise up to 25 percent more than the revenue generated by the foundation program (based on the foundation level and the adjustments for size, special education, at-risk students, and bilingual students). The state should continue to equalize the second tier in the same manner as it does currently.

### SUMMARY OF RECOMMENDATIONS (Continued)

- The foundation level should be restudied every 4-6 years or when there is either a significant change in state student performance expectations or a significant change in the way education services are provided. In intervening years, the foundation level should be increased based on the work of a committee designated by the legislature to determine an annual rate of increase, which should consider annual changes in the consumer price index (CPI) in Kansas.
- The state should continue to use its density-based formula for transportation support but include the full cost of serving students living 1.25 miles from school as part of the analysis.

# **CREATING AN ADJUSTMENT TO THE BASE COST LEVEL TO REFLECT THE VARIATION IN COST RELATED TO SCHOOL DISTRICT SIZE**

1. Using the professional judgement approach, we examined four prototype school districts, of different enrollment level, in order to determine whether school district size affects resource needs. As expected, the base cost of small districts is higher, on a per pupil basis, than the base cost of moderate size or large school districts.

2. Using a \$4,650 base cost:

$$\text{less than 430 students} = \{[(430 - \text{Enroll.})/10] \times .01\} \times 4,650\} + \$5,923$$

$$430\text{-}1,300 \text{ students} = \{[(1,300 - \text{Enroll.})/80] \times .01\} \times 4,650\} + \$5,417$$

$$1,130\text{-}11,200 \text{ students} = \{[(11,200 - \text{Enroll.})/600] \times .01\} \times 4,650\} + \$4,650$$

$$\text{over 11,200 students} = \$4,650$$

3. Using this formula, the foundation levels for districts of different sizes would be as follows:

<u>Enrollment</u>	<u>Foundation</u>
100	\$7,458
250	\$6,760
500	\$5,882
750	\$5,737
1,000	\$5,591
2,500	\$5,324
5,000	\$5,130
7,500	\$4,937
15,000	\$4,650
30,000	\$4,650

## FORMULAS FOR CALCULATING PUPIL WEIGHTS FOR SPECIAL EDUCATION, AT-RISK STUDENTS, AND BILINGUAL STUDENTS

1. The result of using the professional judgement approach are shown below:

<u>Special Cost Category</u>	<u>Size of School District</u>			
	<u>Very Small</u>	<u>Small</u>	<u>Moderate</u>	<u>Large</u>
Special Education	.86	.94	1.16	2.08
At-Risk Students	.22	.30	.51	.44
Bilingual Students	.14	.17	.84	1.03

2. These preliminary weights suggest that there are significant relationships between the relative costs of services for students with special needs and the size of school districts.
3. In the case of special education, up until recently, an average special education excess cost weight of 1.3 would have been consistent with the national average figure but recent work by the National Center for Special Education Finance indicates that a more appropriate figure is .9. In our view, the weights for the very small, small, and moderate size prototype school districts seem reasonable but the weight for the large prototype appears to be very high. We believe a formula could be used to adjust the weight for size, which would be as follows:

$$\text{Special education weight} = .90 + (\text{enroll.} \times .00002)$$

4. In the case of at-risk students, the weight is relatively low for small school districts and rises to a relatively higher level for moderate size and large districts. The following formula can account for these differences relative to school district size:

$$\text{Weight for at-risk students} = .60 - [(1,000/\text{enroll.}) \times .08]$$

where enrollment has a lower limit of 200

### PUPIL WEIGHTS (Continued)

5. In regard to bilingual students, we propose a more complex procedure in order to: (1) recognize the cost difference in school districts with less than 1,000 students in comparison to those with more than 1,000 students and (2) avoid a "cliff" effect where the transition from low to high weight occurs: The following set of equations accomplish this result:

**Weight for bilingual students = .15 for districts with less than 500 students**

**Weight for bilingual students =  $.15 + [.0014 \times (\text{enroll.} - 500)]$  for districts with between 500 and 1,000 students**

**Weight for bilingual students =  $.85 + [.000004 \times (\text{enroll.} - 1,000)]$  for districts with more than 1,000 students**

6. To summarize the impact of the pupil weights on districts of different size, the following list shows the weights for districts with varying numbers of students:

<u>Enrollment</u>	<u>Special Need Category</u>		
	<u>Special Education</u>	<u>At-Risk</u>	<u>Bilingual</u>
100	.90	.20	.15
250	.91	.28	.15
500	.91	.44	.15
750	.92	.49	.50
1,000	.92	.52	.85
2,500	.95	.57	.86
7,500	1.05	.59	.88
15,000	1.20	.59	.91
30,000	1.50	.60	.97

7. The use of these equations to determine pupil weights in 2000-01 would have resulted in 68,441 weighted special education students (vs. 60,731 headcount students), 81,275 weighted at-risk students (vs. 110,452 headcount students), and 8,352 weighted bilingual students (9,752 headcount students). This means that the statewide average excess cost weight for special education is 1.13, the average excess cost weight for at-risk students is .74, and the average excess cost weight for bilingual students is .86.



**THE STATEWIDE COST IMPLICATIONS OF USING THE A&M  
RECOMMENDATIONS FOR A BASE COST FIGURE AND  
ADJUSTMENTS FOR STUDENTS WITH SPECIAL NEEDS**

1. We estimated the total statewide cost in 2000-01 of implementing our recommendations, which include
  - Using \$4,650 as a base cost figure (foundation level)
  - Using the series of adjustments we developed for district size, special education, at-risk students (participants in the free lunch program), and bilingual students
  - Using a weight of .25 for students in new facilities (for all students, not a lower amount for the second year or any level for the third year)
  - Assuming that no district used any portion of the second tier (LOB) since the base cost figure was 21.7 percent above the actual base in 2000-01
2. We estimate that if this set of decisions had been made in 2000-01, the cost of the foundation program, including adjustments, would have been about \$3.066 billion.
3. There are several ways to look at this amount in comparison to actual expenditures or revenues in 2000-01.
  - As best we can tell, school districts spent \$2.837 billion for comparable purposes (that is, excluding capital spending, transportation, food services, community services, and adult education). Therefore, we are suggesting that total spending needs to increase by \$229 million, or about \$512 per student (an increase of about 8.1 percent).
  - In terms of revenue, assuming that local revenue (estimated to have been \$420 million for non-capital purposes) and federal revenue (estimated to have been \$247 million) could have been used to offset the total cost, state support would have needed to increase from \$2.122 billion to \$2.399 billion, an increase of \$277 million, or 13.1 percent.

### STATEWIDE COST IMPLICATIONS (Continued)

- This figure, however, assumes that the local property tax effort required in the foundation program would remain at 20 mills. Given that the foundation level we suggest is nearly 22 percent higher than the one actually used in 2000-01 (\$4,650 vs. \$3,820) and given the increase in the adjustments for students with special needs, we recommend raising the required tax effort to 25 mills which would have generated an estimated additional \$94 million in local revenue (assuming assessed valuation of \$18.9 billion), reducing the increase in state aid to \$183 million.
  - These figures assume that all LOB funds are rolled into the foundation program; in fact, the second tier could permit additional expenditures of between \$520 million and \$773 million depending on whether the second tier is based on 25 percent of the base expenditure (\$4,650) or 25 percent of the adjusted base cost per student (\$6,918, including expenditures based on school district size, special education, at-risk students, and bilingual students).
4. Had a regional cost adjustment been made using the NCES figures and moving the base cost up and down according to those figures, the added cost would have been \$253 million.

# Education Priorities for a New Century

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the supervision of all state educational institutions under its jurisdiction.

With this in mind the Board has adopted the following mission:

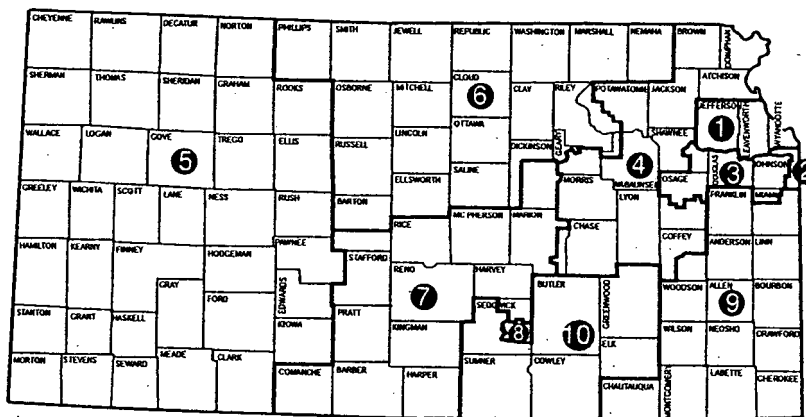
**The Kansas State Board of Education promotes student academic achievement by providing educational vision, leadership, opportunity, accountability, and advocacy for all.**

The Board believes that focusing on this mission will lead to an educational system which is embodied in the following vision statement:

**Schools working together with families and communities to prepare students for success.**

To this end the State Board has established the following priorities to guide its work in a new century:

- Help all students meet or exceed academic standards;
- Recruit, prepare, support and retain a competent, caring and qualified teacher for every classroom and leader for every school;
- Redesign Kansas schools and learning environments for a new century.



**Kansas State Board of Education**  
Kansas State Education Building  
120 S.E. 10th Avenue Topeka, Kansas 66612-1182

## Board Members

Janet Waugh, Vice Chairman  
District 1

Sue Gamble  
District 2

John W. Bacon  
District 3

Bill Wagon  
District 4

I.B. "Sonny" Rundell, Chairman  
District 5

Bruce Wyatt  
District 6

Harold L. Voth,  
District 7

Carol Rupe  
District 8

Val DeFever  
District 9

Steve E. Abrams  
District 10

Dr. Andy Tompkins  
Commissioner of Education

### An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (785) 296-3204, 120 S.E. 10th Avenue, Topeka, Kansas 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.